D 16
.3
.N3
Copy 1

State of New Jersey
Department of Public Instruction
Trenton

High School Series—Number 4

The Teaching of Social Studies

Including

History

JUNE NINETEEN SIXTEEN

State of New Jersey
Department of Public Instruction
Trenton

High School Series—Number 4

The Teaching of Social Studies

Including

History

JUNE NINETEEN SIXTEEN

Education should not aim at a dead awareness of static facts, but at an activity directed toward the world that our efforts are to create. It should be inspired, not by a regretful hankering after the extinct beauties of Greece and the Renaissance, but by a shining vision of the society that is to be, of the triumph that thought will achieve in the time to come, and of the ever-widening horizon of man's survey over the universe. Those who are taught in this spirit will be filled with life and hope and joy, able to bear their part in bringing to mankind a future less sombre than the past, with faith in the glory that human effort can create.—BERTRAND RUSSELL, *Education as a Political Institution*, Atlantic Monthly

D. of D.
JUN 30 1917

CONTENTS

	PAGE
Foreword	5
Introduction	9
History—Suggestions for Teachers	15
Early European History to 1700—Introduction	23
Course of Study in Outline	25
Modern European History since 1700—Introduction	47
Course of Study in Outline	49
United States History since 1760—Introduction	71
Course of Study in Outline	73
Civic Theory and Practice—Introduction	93
Course of Study in Outline	95
Economics—Introduction	115
Course of Study in Outline	117
Bibliographies	
Some Suggestive and Helpful Books	125
A Hundred Dollar Library	127
Pictures	133
Wall Maps, Outline Maps, Globes and Atlases	135

FOREWORD

This monograph on the Teaching of Social Studies, including History, is the fourth of the series issued by the Department of Public Instruction upon the work of the high schools.

Two of the subjects treated in the monograph, History and Civics, have a well established place in the curricula of high schools. By common consent they are deemed among the essentials in the education of pupils of the secondary school age.

The teaching of Economics in the high school, however, is of comparatively recent development. It is now coming to be believed that this subject in its simpler aspects should find a place in the high school course.

The average age of high school graduates is eighteen. These graduates are among the ablest and best of our youth and their number is rapidly increasing. If preparation for good citizenship is the principal aim of education there seems to be no reason why the interest of these young people should not be aroused in economic questions.

This is said, not with the belief that governmental or economic questions can be settled in high school classrooms, but rather because of the belief that by means of instruction in Economics an increased civic consciousness may be built up which may result in a more virile public spirit among intelligent young men and women.

The monograph therefore makes provision for the teaching of Economics in the last year of the high school course.

All three of the subjects, namely, Civics, History and Economics, if properly taught have of course a vital relation to good citizenship. High school teachers of these subjects have an almost boundless

opportunity to influence the lives of their pupils and the life of the times in which these pupils live and will live.

A larger number of men and women are needed who realize that the success of democracy will be measured by the intelligence, integrity and right action of the people who comprise it; more men and women who will do their own thinking; who will interest themselves unselfishly and constructively in the problems of their own time and who realize that there are present-day duties to perform.

If our high school youth, having studied the past, fail as men and women in their duty to the present, then there is something wrong either in our courses of study or in our methods of teaching.

The makers of the monograph have omitted some of the traditional topics in early European history usually found in textbooks and in courses of study. They have also laid less stress upon European institutions and more upon those of America. Two years of European history and two years of United States history and civics, together with economics, is the allotment of time.

There is a helpful chapter entitled "Suggestions to Teachers." Whatever a course of study may be, the quality of the teaching is of paramount importance. It is to be feared that some teachers of history—excellent teachers too—forget this, or ignore it—which is worse. Scholarship is of course a factor in teaching history, as in other subjects, but other desirable factors are enthusiasm for the subject, red blood, a conviction that talking in recitations is not teaching, an understanding of the way in which the mind of the boy or girl works and a realization that methods of teaching may be bettered.

It is hoped that a study of this monograph and the adoption of one of the several plans suggested for a comprehensive course of study in the subjects treated may bring about a more profitable use of the time of the fifty thousand pupils in the high schools of New Jersey.

The monograph has been prepared under the painstaking direction of Mr. Albert B. Meredith, Assistant Commissioner in charge of Secondary Education. Mr. Meredith has been generously assisted by the following committee of New Jersey teachers of history.

Mr. Arthur D. Arnold, Chairman, Principal High School, Passaic
Miss Sarah A. Dynes, State Normal School, Trenton
Mr. Samuel B. Howe, South Side High School, Newark
Dr. Daniel C. Knowlton, Central Manual Training and Commercial High School, Newark
Dr. Byron C. Matthews, Barringer High School, Newark
Miss Florence E. Stryker, State Normal School, Montclair

To these persons the appreciative thanks of this Department are cordially extended.

C. N. KENDALL
Commissioner of Education

THE TEACHING OF SOCIAL STUDIES INCLUDING HISTORY

INTRODUCTION

The following pages outline four courses in social studies, this term being used to include history, civics and economics. These courses comprise: (1) Early European History to 1700 (including English History and Colonial American History); (2) Modern European History since 1700 (including Contemporary Civilizations); (3) United States History since 1760 and Civic Theory and Practice; and (4) Economics.

In general the divisions follow the recommendations of the "Committee of Five" of the American Historical Association; they are also in close agreement with the suggestions of the "Committee on Social Studies" of the Commission on the Reorganization of Secondary Education appointed by the National Education Association in 1913.

Point of view. The point of view assumed throughout these outlines may be best seen in the following quotations, one from the report of the Commission referred to above, the other from an article in the *Proceedings of the American Philosophical Society,* May-June, 1911.

Good citizenship should be the aim of social studies in the high school. While the administration and instruction throughout the school should contribute to the social welfare of the community, it is maintained that social studies have direct responsibility in this field. Facts,

conditions, theories, and activities that do not contribute rather directly to the appreciation of methods of human betterment have no claim. Under this test the old civics, almost exclusively a study of Government machinery, must give way to the new civics, a study of all manner of social efforts to improve mankind. . . .

History, too, must answer the test of good citizenship. The old chronicler who recorded the deeds of kings and warriors and neglected the labors of the common man is dead. The great palaces and cathedrals and pyramids are often but the empty shells of a parasitic growth on the working group. The elaborate descriptions of these old tombs are but sounding brass and tinkling cymbals compared to the record of the joy and sorrows, the hopes and disappointments of the masses, who are infinitely more important than any arrangement of wood and stone and iron. In this spirit recent history is more important than that of ancient times; the history of our own country than that of foreign lands; the record of our own institutions and activities than that of strangers; the labors and plans of the multitudes than the pleasures and dreams of the few.

The older traditional type of historical writing was narrative in character. Its chief aim was to tell a tale or story by setting forth a succession of events and introducing the prominent actors who participated in them. It was a branch of polite literature, competing with the drama and fiction, from which, indeed, it differed often only in the limitations which the writer was supposed to place upon his fancy.

In order to appreciate the arbitrary nature of the selection of historic facts offered in these standard text-books and treatises, let us suppose that a half dozen alert and well-trained minds had never happened to be biased by the study of any outline of history and had, by some happy and incredible fortune, never perused a "standard" historical work. Let us suppose that they had nevertheless learned a good deal about the past of mankind directly from the vast range of sources that we now possess, both literary and archaeological. Lastly, let us assume that they were all called upon to prepare independently a so-called general history, suitable for use in the higher schools. They would speedily discover that there was no single obvious rule for determining what should be included in their review of the past. Having no tradition to guide them, each would select what he deemed most important for the young to know of the past. Writing in the twentieth century, they would all be deeply influenced by the interests and problems of the day. Battles and sieges and the courts of kings would scarcely appeal to them. Probably it would occur to none of them to mention the battle of Issus, the Samnite wars, the siege of Numantia by the Romans, the advent of Hadrian, the Italian enter-

prises of Otto I, the six wives of Henry VIII, or the invasion of Holland by Louis XIV. It is tolerably safe to assume that none of these events, which are recorded in practically all of our manuals today, would be considered by any one of our writers as he thought over all that men had done, and thought, and suffered, and dreamed through thousands of years. All of them would agree that what men had known of the world in which they lived, or had thought to be their duty, or what they made with their hands, or the nature and style of their buildings, public and private, would any of them be far more valuable to rehearse than the names of their rulers and the conflicts in which they engaged. Each writer would accordingly go his own way. He would look back on the past for explanations of what he found most interesting in the present and would endeavor to place his readers in a position to participate intelligently in the life of their own time. The six manuals, when completed, would not only differ greatly from one another, but would have little resemblance to the *fable convenue* which is currently accepted as embodying the elements of history.

Obviously history must be rewritten, or, rather, innumerable current issues must be given their neglected historic background. Our present so-called histories do not ordinarily answer the questions we would naturally and insistently put to them. When we contemplate the strong demand that women are making for the right to vote we ask ourselves, "How did the men win the vote?" The historians we consult have scarcely asked themselves that question, and so do not answer it. We ask, "How did our courts come to control legislation in the exceptional and extraordinary manner they do?" We look in vain in most histories for a reply. No one questions the inalienable right of the historian to interest himself in any phase of the past that he chooses. It is only to be wished that a greater number of historians had greater skill in hitting upon those phases of the past which serve us best in understanding the most vital problems of the present.

Assignment by years. Included among the social science studies is *Community Civics, including a Study of Vocations,* which is published as Bulletin 5 of the High School Series. While the subject matter and methods suggested under Community Civics are adapted to the eighth grade, either as at present organized as a part of the elementary school, or as contemplated in the "intermediate school," it is recommended that for the present in most schools the subject be taught in the ninth grade, or first high school year, particularly in non-college preparatory curricula.

Some schools, however, will find it advantageous to teach Community Civics, including a study of Vocations, in both the eighth and the ninth years, dividing the course, and devoting from three to five periods to the subject each year. When this is done the content may well be broadened by a study of the possibilities of various vocations, both for boys and for girls. It is absolutely necessary, if the work is given in both years, that there be an agreement as to the scope to be covered each year in order to avoid wasteful duplication. Yet it may be found desirable for the ninth year class to take up from a new viewpoint some of the topics previously studied.

The following arrangements of courses will indicate possible groupings by years and also suggest the number of periods a week which should be given to each unit of work.

PLAN I

Grade 9—Community Civics, including a study of Vocations, 5 periods
Grade 10—Early European History, 5 periods
Grade 11—Modern European History, 5 periods
Grade 12—Two courses
a. United States History, and Civic Theory and Practice, 5 periods
b. Economics, 5 periods

PLAN II

Grade 8—Community Civics, including a study of Vocations, 2 or 3 periods
Grade 9—Community Civics, including a study of Vocations, 5 periods
Grade 10—Early European History, 5 periods
Grade 11—Modern European History, 5 periods
Grade 12—Two courses
a. United States History, and Civic Theory and Practice, 5 periods
b. Economics

PLAN III

Grade 8—Community Civics, including a study of Vocations, 5 periods
Grade 9—Early European History, 5 periods
Grade 10—Modern European History, 5 periods
Grade 11—United States History, and Civic Theory and Practice, 5 periods
Grade 12—Economics, 5 periods

PLAN IV

Grade 8—Community Civics, including a study of Vocations, 5 periods
Grade 9—Early European History, 5 periods
Grade 10—
Grade 11—Modern European History, 5 periods
Grade 12—United States History, and Civic Theory and Practice, 5 periods

It will be found that only the larger schools can offer to advantage United States History, Civic Theory and Practice, and Economics as parallel courses in the last year. In smaller schools, whenever conditions are favorable, United States History and Civic Theory and Practice may be given in the eleventh grade or third high school year, and Economics the fourth year, although such a plan is not to be preferred.

Again, some schools will find that in order to meet the entrance requirements of certain colleges, especially when entrance is by certificate, some other grouping of the units of work than that indicated above will be necessary, in order that a pupil may get the desired sequence and amount of other subject matter required for admission.

Just which plan is best adapted to a given school will have to be determined by local conditions.

Textbooks. Most of the textbooks found in the schools are particularly adapted to the older formulation of the social science or historical studies, as recommended by the "Committee of Seven" of the American Historical Association. This was published in the bulletin of the College Entrance Examination Board, and also as a syllabus of the Department of Public Instruction of this State. This condition should produce no confusion or difficulty, since the modifications given in the present bulletin are chiefly omissions. The outlines which follow, therefore, can be used with the texts now found in the various classrooms.

HISTORY

SUGGESTIONS FOR TEACHERS

(Florence E. Stryker, A. M.)

Value of method. The most interesting story in the world would fail to impress the hearer if it were presented in a halting, incoherent, fragmentary fashion. The great poem or drama is a perfect work of art because the revelation of the human life it pictures is so luminous and convincing. The properly conducted scientific demonstration progresses to the reasoned and inevitable conclusion by an orderly and systematic series of mental steps; so also the method used in the conduct of the history recitation is merely the artistic and scientific treatment of the subject material. If this method be well ordered, vigorous and psychologically stimulating, the intellectual reaction on the part of the pupil is swift and satisfactory. He understands and enjoys the lesson, therefore his interest and enthusiasm are awakened. How to achieve this end is the problem of the teacher.

Interpretation. No person can teach history well unless he is an earnest student of mind activity as well as of subject matter. He must know the child as truly as the book or he will not be able to use any device with intelligence. To be a mere slave to rule and pedagogical theory is as deadening as the old-fashioned plan of reciting word for word the paragraphs in the textbook. In his interpretation of the text the teacher should so present the facts that they appear more concrete and personal, less vague and formal than the presentation in the book.

It is easy to appeal to the objective and dramatic elements in historic narrative. These give the color and interest which the high school student understands and enjoys, but the harder

task is the development of his judgment, the teaching of the "reason why," the cultivation of his natural ability to question and to reason.

On the other hand, the presentation must meet the receptive powers of the pupil. He must be led, not dragged through the field of human knowledge. For the pupil grows in power not by what is presented to him, but by what he can assimilate and make a part of himself. The high school years are the years in which he must lay the foundation in emotional sympathies for the reasoned reflections that come later. He cannot be expected to have that rich historic background which is formed by years of careful study, and which helps to interpret each newly acquired fact.

The teacher must not only arouse enthusiasm, but he must be able to satisfy the pupil's enthusiasm when it is aroused. Every mental power of the pupil as he matures finds a stimulating response in history. The objective, the heroic, the emotional, make a strong appeal during the high school period. This is the time when ideals are created and the foundation for the future life is laid. It is the business of the teacher to understand and guide this generous and eager spirit into a true comprehension of the past. The pupil must learn to criticise as well as to sympathize, to form the habit of generalization and judgment, and to seek motives for right action.

The primary requirement in presentation is organic unity. Each historic incident has a unity of its own. Details must be grouped in a contributory way around a central idea. There must be foreground and background as well as a center of interest. The facts must be grouped so as to show the relative importance of the several incidents.

With older pupils the fascination for history increases when they are led to trace the sequence by which successive occurrences are seen to produce their necessary results, or when they learn how causes apparently remote converge upon a common end. An example of this is the fact that the invention of modern machinery in Great Britain during the close of the eighteenth century gave that nation a commercial monopoly

which finally resulted in the war of 1812 and the overthrow of the great Napoleonic empire in 1815.

No teacher can see more than he has made himself capable of seeing, nor can he explain what he is not capable of sharing. No other subject in the high school course makes a greater demand upon both the scholarship and the pedagogical skill of the teacher, or upon his personality.

The textbook and outside reading. Usually a textbook in the hands of each pupil will help to give him a sense of the movement and proportion in history, and his study will be more intelligent and better connected. Reading outside the textbook is absolutely essential. The statements in the book need practical illustration and verification if the pupil is to have an adequate interpretation of the text. Consequently, the textbook selected for class use must be critically examined by the teacher, in order that the amount and kind of outside reading necessary to make its statements intelligible to the pupil may be determined. The best modern textbooks contain suggestions for further reading, and the library lists in this monograph will be found helpful.

It is the business of the teacher to arrange this material for the pupil and to rank and estimate the various authorities used. The references given should be neither too difficult nor too numerous, but should be chosen to illustrate and amplify the work of the text. Contemporary readings are especially valuable in giving life to the narrative. The pupil learns how history is written and enjoys that intimate personal relationship with the past that source material usually reveals.

In the use of the sources a class may begin with simple reading on some period that they find especially interesting, and the work may later be widened and developed until they are able to enjoy more difficult material. Take, for example, the Revolutionary period; a class could read from the Old South Leaflets (five cents each) Burke's *Speech,* or Governor Hutchinson's *Account of the Destruction of the Tea;* then taking Hart's *American History Told by Contemporaries,* they could read Waldo's *Life at Valley Forge* or Baroness Riesdell's *Descrip-*

tion of Burgoyne's Surrender; then passing from the personal to the documentary, they could study the *Resolutions* of the various Congresses, Lord North's *Proposals,* and the *Declaration* itself. By such a method the textbook becomes alive and even the formal proceedings of dead statesmen are illumined with meaning.

Good biographies unify the student's knowledge of the period. Selections from literature frequently vivify the impression of historic facts. To read even a little in the books of the great historians broadens the pupil's mental horizon, educates his judgment and excites his interest. The two extremes to be avoided are dull memory recitations of a dry text and outside work which is beyond the pupil's intellectual comprehension or his allowance of time.

The recitation period. One aim of the recitation should be to unify and relate the various readings done by different members of the class. The significant points should be emphasized and reinforced by the teacher's comment. Pupils' erroneous views, misinterpretations and difficulties should be corrected, explained or elucidated. The recitation should help to clarify the general ideas of the pupils in regard to the subject under discussion.

Moreover, the clearing up of ideas is dependent upon the activity of the pupils. The business of the teacher, then, is to stimulate this activity so that pupils will be led to ask questions, to compare, to judge and to express. Such activity makes for thinking. The danger to be avoided in social studies is that of the mere absorption of ideas or of the tacit acceptance of facts. When ideas and facts lead to thinking the recitation is profitable. The problem of the recitation period comes as a challenge, and in this spirit the work should be conducted.

The teacher should, however, be on his guard against talking too much. This fault is altogether too common. The history lesson is not to be a lecture by the teacher, however fascinating may be his power to entertain. It is the mental activity of the pupil that is wanted and this should be the aim of the

recitation. By pointed questions, by suggestion and effective illustration the pupil is to be taught to handle historical material and to learn history. He is not to be merely entertained.

A paper, ten or fifteen minutes in length, summing up the past work—the questions prepared occasionally by one of the pupils—gives training in analysis and grouping, and tests each pupil's power in independent thinking. This paper should be judged as the expression of each pupil's thought in English, and criticism should include spelling, paragraphing, use of English, etc.

Variety in review work is essential to good teaching. Originality in questioning, informal debates, dramatization, blackboard reviews, map drawing, or the use of any special devices are valuable helps in obtaining rapidity and clearness of expression. The special topic, when one pupil gives the class the benefit of his extra study upon some question, is useful in developing oral expression and the ability to organize material.

One very important function of the recitation is to prepare the pupil to study intelligently the next lesson. Often a study of portions of the text to be assigned for next day should be performed orally in class with books open. This is especially helpful in the earlier years, when difficulties in the text are frequent. Occasionally, lessons in both physical and political geography are absolutely essential to a correct understanding of the next assignment. Unless the teacher takes the initiative in demonstrating the necessity of the geographical setting the pupils are very likely to neglect it altogether, or to get inaccurate impressions. Most teachers of history have found it desirable to let the pupils know that the teacher is sympathetically thinking through each assignment from the pupil's point of view, and anticipating in advance some of the chief difficulties to be overcome. This preparatory work helps to secure the hearty cooperation of the class.

If the pupils have had considerable practice in studying biographies, a recitation period can be spent in showing them how to make a point by point comparison of two men whose biographies have been studied.

Teachers must remember that the recitation period is their opportunity to inspire the pupils to do independent work; to relate today's work to that which has gone before; to show pupils how to analyze material, and how to combine material sympathetically; to show them how to verify a statement as well as how to vivify it, to recognize a principle when stated, and to differentiate a principle from a detail.

It will require much practice to get at all the available material on a given topic with the least possible expenditure of mechanical effort, but the result is one worth striving for. Indexes, foot-notes, tables of contents, etc., must be made as useful as possible as an aid to saving valuable time for the concentrated thought needed for analysis, comparison and judgment. Lead the class to see that the school is really in many respects an epitome of the outside world.

The use of the newspaper and current history discussion in the classroom teaches the pupil that present day conditions are the result of the past. By the illustrations drawn from familiar, every-day affairs, history is made alive, the historical past is related to the present, and the student realizes that history is the interpreter of the world around him.

Illustrative material. The history classroom today is a laboratory where maps, charts, pictures and models are as necessary for the work as are the test tubes and retorts in the chemistry room. The introduction of illustrative material into the history lesson visualizes and vivifies the past. Pictures, models, casts, physical charts, lantern slide talks, pieces of statuary, coins and the like, are useful factors in making history alive.

Trips to a museum, visits to historical houses or famous places, the making by the class of models of historical weapons or dress or buildings, all are stimuli to mental activity through the eye and the hand.

The teacher should arouse the pupil's interest in collecting material that thus illustrates the past and gives vividness and reality to historical statements. A school museum is sometimes possible in communities that are rich in historic background. Its presence in the school stimulates local history

study and home research work and it is a valuable aid in developing the sense of the historic in a history class.

Note-books. Note-books may be made very helpful to the pupil if the notes are taken in a form which will prove useful as a foundation for advanced lessons and in preparation for reviews and examinations. Notes taken upon required outside reading are an evidence of the pupil's progress. In selecting the notes his attitude of mind should be critical. He must learn to sift, and to cultivate that art of reading which consists in judicious skipping. If he selects for his note-book only so much as will be of definite use to him, his power of comparison and selection will be constantly exercised. Accuracy, definiteness in statement, logical arrangement, and the power to infer will be gained by a pupil who keeps a note-book well.

In addition to outside reading, the note-book should contain summaries of facts and inferences gained from teacher or classmates during the recitation period, maps or charts constructed from written statements or occasionally reproduced from a text, pictures and outlines. The class work summaries should be made by the pupil himself. If the teacher dictates just what should be placed in the note-book and describes the form that each summary should take he defeats one of the purposes for which a note-book is kept, viz., to give each pupil an opportunity to classify and arrange material, to test his power of discriminating between the more important and the less important, and to trace relations through a series of lessons, as well as to record facts in an intelligible manner to be used by him in reviews, etc.

It is possible to burden pupils with note-books that require a great deal of mechanical labor. So far as helping the pupil to a better understanding of history is concerned, this is a mere waste of time. The mere reproduction of paragraphs from a textbook is worse than useless. In order to insure proper results in high school note-book work, the books must be examined from time to time by the teachers of history and of English. Much successful teaching can be done without the use of a formal note-book.

Civics and economics. Much that has been said as to the teaching of history applies also to these subjects. Especial stress should be laid, however, on the practical application of the work. Mere book knowledge is peculiarly ineffective and worthless. In order to become intelligent citizens the pupils should see and understand the actual functions of government and business. They should know by personal examination how the city departments are carried on, how banks are conducted, or how a primary election takes place. Visits to institutions, talks from men in authority, active participation in community interests, are the vital elements in all successful work in these subjects.

Conclusion. The primary aim in the teaching of the social sciences in the high school is to develop in the pupil the power to organize material effectively, to think clearly, to read, study and speak intelligently, and to understand and appreciate the meaning of historical knowledge—all to the end that his knowledge may result in right action, and that his conduct may be such as becomes a broad-minded, tolerant and cooperating citizen.

EARLY EUROPEAN HISTORY TO 1700

(INCLUDING ENGLISH HISTORY AND COLONIAL AMERICAN HISTORY)

(Samuel B. Howe, A. M.)

INTRODUCTION

Aim and content of the course. It is the aim of this course to twist together the various threads of historical development necessary to a knowledge of European conditions prior to the French Revolution. Beginning with a survey of the civilizations of the ancient world and of the various elements which went to form these civilizations, namely, those of Greece, Rome and the Germanic tribes, the pupil is shown the contribution of each to European society. Then the growth of Europe is traced through the great institutions of the Middle Ages—the feudal system and the church—to the beginnings of great national states, and to the three great movements of modern times —the awakening of interest in intellectual, artistic and scientific matters—and the struggles for religious and political liberty. The stage is thus set for the great drama of modern history.

The content here outlined presents ancient, medieval, and early modern history within the limits of a year's high school course. It should be clearly understood, however, that no pretense is made that this course is equivalent to a year and a half's work in ancient and medieval history, since the aim is frankly to condense by the elimination of much material usually considered in such courses. On the other hand, it is believed that one of the gains to be derived from this course

lies in the saving of time in the high school curriculum which can be more profitably applied to more recent history.

The teacher is urged to be constantly on his guard against an undue expansion of the various topics suggested. The field covered is a wide one and new to a great majority of the pupils, hence much skill will be required in placing the proper relative emphasis upon the different parts of the course.

COURSE OF STUDY IN OUTLINE

I. BEGINNING OF MEDITERRANEAN CULTURE

A. Primitive Man

1. Antiquity and origin
2. Stages of civilization and their distinguishing features
3. Primitive institutions: industries, development of social units from the family to the city-state

B. The Ancient Orient and Its Contributions to Modern Life

1. Sources of our knowledge
2. The ancient peoples and their characteristics
3. Development of ancient institutions
   - *a.* Social classes
   - *b.* Government and law
   - *c.* Religions
   - *d.* Occupations
   - *e.* Language and literature
   - *f.* Art and architecture
   - *g.* Contributions to modern life

II. THE GREEK WORLD

A. Early History of the Greek States

1. Physiography of Greece and its effects on Greek life
2. Homeric Age
   - *a.* Sources of our knowledge
   - *b.* Characteristics of Homeric life
3. Greek colonization
   - *a.* Motives for colonization
   - *b.* Methods of colonization
   - *c.* Effects of colonization
4. Rise of the city-states
   - *a.* Early Sparta
     - (1) Institutions
     - (2) Ideals
   - *b.* Early Athens
     - (1) Origin
     - (2) Institutions
     - (3) Growth of democracy
     - (4) Athenian ideals
5. Struggle between Greece and Persia
   - *a.* Persian institutions
   - *b.* Persian wars and their results

B. Greece Under Athenian Dominion

1. Age of Pericles
   - *a.* Origin of Athenian empire
   - *b.* Character and influence of Pericles
   - *c.* Features of Athenian democracy
   - *d.* Social features of Athens
2. The great contributions of Athens to modern life
   - *a.* Athenian art and architecture
   - *b.* Greek literature
   - *c.* Greek theater and drama
   - *d.* Athenian education and educators
     - (1) Content and method
     - (2) Sophism and the sophists
     - (3) Socrates
     - (4) Plato

C. Decline of the Greek City-States

1. Peloponnesian War
   - *a.* Causes
   - *b.* Outcome and effects
2. Reasons for the failure of the city-states

D. Age of Alexander the Great

1. Conditions which made Alexander's career possible
   - *a.* Military reforms
   - *b.* Preparation for empire
   - *c.* Position of Macedon at Philip's death
2. Alexander the Great
   - *a.* Outline of his life and conquests
   - *b.* Estimate of his character and influence on later history
3. The Hellenic world after Alexander
   - *a.* Wars of Succession and resulting states
   - *b.* Greek institutions after Alexander: Philosophy and education (Treat simply)
     - (1) Aristotle
     - (2) Epicureanism
     - (3) Stoicism
     - (4) Beginning of universities

III. THE ROMAN WORLD

A. Early Roman History

1. Ancient Italy and its inhabitants
   - *a.* Historical geography
   - *b.* Ancient peoples and their influence on Roman history
2. Legends and institutions of early Romans
   - *a.* Typical legends, their interpretation and value
   - *b.* Importance of the family and its relation to the state

c. Social classes in Rome
d. Elements of and part played by religion in early Rome
e. Roman military system
f. Life of an early Roman
g. Establishment of the republic

3. Growth of Roman dominion in Mediterranean region
   a. Establishment of Roman supremacy in Italy
   b. Carthaginian Wars
      (1) Causes
      (2) Outcome
   c. Conquest of the East
   d. General results of these wars
      (1) Provincial system and land policy
      (2) Growth of evil influences in Roman political and social life

B. The Revolution

1. Conditions at the beginning of the change
   a. Relations between the classes in Rome
   b. Relations between Rome and her subjects
2. Roman reformers and their plans to correct these evils
   a. Cato and his policy
   b. Scipio Africanus and his policy
   c. The Gracchi
      (1) The land law
      (2) The corn law
3. Civil Wars
   a. Civil strife between Marius and Sulla
   b. Drusus and the social war
   c. Rise of Pompey and Crassus
      (1) Causes of their rise
      (2) Significance of Pompey's position
   d. Career of Julius Caesar
      (1) Characteristics of his early life
      (2) Catiline's conspiracy and its effects on Caesar's career
      (3) Campaigns in Gaul
      (4) Break with Pompey and the latter's downfall
      (5) Offices held by Caesar
      (6) Caesar's reforms
      (7) Death of Caesar
      (8) Estimate of Caesar's character and influence
   e. End of the republic
      (1) Second Triumvirate
      (2) Triumph of Augustus

C. Roman Empire
1. The early empire (27 B. C. to 4th century)
a. Nature of the principate or diarchy
b. Policy of the early emperors
(1) Public works
(2) Literature
(3) Military achievements
c. Social conditions under the early empire
(1) Occupations
(2) Amusements
(3) Education
(4) Daily life of a Roman
d. Changes in national character: evidences
(1) Brutality
(2) Luxury
(3) Extravagance
e. Beginnings of the Christian Church
(1) Origin of the sect
(2) Attitude of the government
(3) Typical persecutions
2. The later empire (from 4th Century A. D.)
a. Changes in government: founding of Constantinople
b. Governmental recognition of Christianity
(1) Reasons for cessation of persecution
(2) Council of Nicea and its work
(3) Organization of the early church
c. Break-up of the empire in the West and the Byzantine empire
(1) Period of the barbarian invasions
(*a*) Hunnic peril
(*aa*) Characteristics of the Huns
(*bb*) Attila
(*cc*) The Vandals
(*dd*) The Ostrogoths and Theodoric
(*b*) German invaders
(*aa*) Characteristics of the German invaders
(*bb*) Alaric and the Visigoths
(2) Byzantine empire
(*a*) The work of Justinian
(*b*) Contrast between the Byzantine empire and the West
(*c*) Services of the Byzantine empire to the West
(*d*) Fall of Constantinople—1453

IV. RISE OF THE NEW EMPIRE

A. German Kingdoms and the Papacy

1. Lombard invasion and its effects
2. Rise of the papal supremacy
   - *a.* Reasons for
   - *b.* Effects of
     - (1) Temporal sovereignty
     - (2) Iconoclastic controversy and the Greek Church
3. Rise of monasticism
   - *a.* Reasons for the ascetic life
   - *b.* Origin of monastic orders
   - *c.* The Benedictines and their rule
   - *d.* Occupations of the monks and their services to Europe
4. Frankish kingdom
   - *a.* Clovis and his conquests
   - *b.* Rise of the Carolingian family
     - (1) Mayors of the palace
     - (2) Charles Martel
     - (3) Pippin and the gift to the Pope

B. Rise of Islam

1. Origin of the religion
   - *a.* Characteristics of the Arabs
   - *b.* Life of Mohammed
2. Nature of the religion
3. Growth of Mohammedan power
   - *a.* Reasons for and extent of growth
   - *b.* Effects of the adoption of Islam
   - *c.* High water mark of the Moslem advance

C. Charlemagne's Empire (800 A. D.)

1. His life and work; policy; conquests; establishment of empire
2. Charlemagne's empire compared with the Roman empire
3. Decline of his empire
4. Feudalism
   - *a.* Origin of the feudal relation
   - *b.* Feudal terms
   - *c.* Importance of feudalism

D. Establishment of the Holy Roman Empire

1. Reasons for the decline of the empire after Charlemagne
2. Revival under Otto the Great
   - *a.* Policy of Otto the Great
   - *b.* Character of the empire
3. Annexation of Burgundy: importance

V. EUROPE AND THE MEDIEVAL CHURCH
- A. Struggle Between Church and State
  - 1. Struggle over investiture
    - *a.* Position of the church: the dictatus
    - *b.* Position of the state: Henry IV of Germany and Gregory VII
    - *c.* Settlement of the question: Concordat of Worms
  - 2. The question of church reform
    - *a.* Simony
    - *b.* Celibacy
    - *c.* Cluniac movement
  - 3. The Hohenstaufens and the papacy
    - *a.* Reign of Frederick I
      - (1) His ideals of government
      - (2) His struggle with the Lombard towns
    - *b.* Frederick II and the last of the medieval empire
- B. The Crusades
  - 1. General causes
  - 2. Typical crusades
  - 3. Effects of crusades
    - *a.* On the East
    - *b.* On the West
      - (1) Education
      - (2) Commerce
      - (3) Standard of living
      - (4) Formation of the crusading orders
- C. The Medieval Church at Its Height
  - 1. Study of a typical pontificate
    - *a.* Character and policy of Innocent III
    - *b.* Innocent III and John of England
    - *c.* Position of the papacy under Innocent III
  - 2. Contrast between the medieval and any modern church
    - *a.* Membership
    - *b.* Organization
      - (1) Parish
      - (2) Diocese
    - *c.* Machinery
      - (1) Sources of income
      - (2) Courts
      - (3) Interdict and excommunication
    - *d.* Spiritual forces: the sacraments
  - 3. Regular clergy
    - *a.* Monks
    - *b.* Friars
  - 4. Secular clergy

VI. ENGLAND IN THE MIDDLE AGES

A. England Before the Norman Conquest

1. Britain
   - *a.* Geography of Great Britain
   - *b.* The Celtic people and their institutions
   - *c.* Roman Britain
     - (1) Caesar's attempted conquest
     - (2) Roman conquest of Britain and its effects
     - (3) Decline of Roman power in Britain
2. Anglo-Saxon England
   - *a.* The German tribes and their institutions
     - (1) Occupations
     - (2) Government and legal forms
     - (3) Religion
   - *b.* The Saxon conquest
     - (1) Phases
     - (2) Chief states
     - (3) Effects
   - *c.* Establishment of Christianity in England
     - (1) Early Celtic missions
     - (2) Mission of St. Augustine
     - (3) Conversion of Northumbria
     - (4) Council at Whitby
     - (5) Influence of the church in the unification of England
   - *d.* Alfred the Great and the Danish invasions
     - (1) Character and policy of Alfred the Great
     - (2) The wars with the Danes: Wedmore
     - (3) The Danish conquest: Danegeld
   - *e.* Close of the Saxon period
     - (1) Edward the Confessor
     - (2) Harold and Duke William: Hastings

B. Norman and Plantagenet England (1066)

1. Effects of Norman conquest
   - *a.* Social
   - *b.* Political
   - *c.* Economic
2. William I and his policy
   - *a.* His character
   - *b.* Salisbury Oath
   - *c.* Domesday Book
   - *d.* Relations with the church
   - *e.* His immediate successors
3. The early Angevins and their struggle with the Capetians
   - *a.* Henry II's reign

(1) His reforms
(2) Relations with the church: à Becket
b. Rivalry for dominion between Philip II and the Angevins
(1) Extent of Henry's possessions in France
(2) Problems of the French rulers
(3) Centralization of the French monarchy
(4) Loss of English territories in France
4. Magna Carta and the birth of the House of Commons
a. John of England and his quarrel with his barons
b. Winning of Magna Carta: its terms
c. Importance of Magna Carta
d. Influence of Henry III's reign on the development of parliament
e. Model Parliament
5. Edward I the law-maker
a. Social legislation
b. Laws concerning the church
c. Financial legislation
6. England and Scotland under the Plantagenets
a. Relations between England and Scotland prior to Edward I
b. Edward I and the conquest of Scotland
c. Bruce and Edward II: Bannockburn
7. The hundred years' war
a. Causes
b. Phases
c. Results

VII. MEDIEVAL LIFE AND INSTITUTIONS
A. Rural Life
1. Manorial system
a. Open field system of agriculture
b. Condition of the peasants: serfdom
2. Decline of serfdom
a. Causes
b. Effects
3. Relation between the manorial system and feudalism
B. Town Life
1. Origin of medieval towns
2. Description of medieval towns
3. Growth of democracy in medieval towns
4. Guilds and the guild system
a. Merchant guilds
(1) Nature
(2) Importance

b. Craft guilds
(1) Character
(2) Their system
(3) Effect on industry and on the conditions of labor

C. Commerce
1. Medieval trade routes and facilities
2. Obstacles to commerce
a. Objection to the taking of interest
b. Laws against wholesaling
c. Excessive tolls and tariffs
d. Risks
(1) Piracy
(2) Strand-laws
(3) Highway robbery
3. Town leagues: The Hansa
4. Town fairs
a. Typical fairs
b. Influence and importance of the fairs

D. Art and Architecture
1. Features of the Romanesque and Gothic styles compared
2. Cathedrals of the Middle Ages
3. The medieval castle
4. Town and country houses compared

E. Education
1. Decline of Roman system
2. Abelard
3. The Universities
a. Typical universities
b. Courses of study
c. Methods of instruction
d. Student life
4. Scholasticism
5. Roger Bacon
6. Character of medieval science and of other fields of knowledge

F. Languages and Literature
1. Classification of medieval languages
2. Great works of literature
a. The Bible in Gothic
b. The work of Bede
c. The work of Caedmon
d. Beowulf
e. The Nibelungen Lied
3. Minnesingers and troubadours

G. Chivalry and Knighthood
1. Customs
2. Influence

VIII. CLOSE OF THE MEDIEVAL PERIOD

A. England During the Later Middle Ages

1. Social conditions in England in the 14th and 15th centuries
   - *a.* Condition of the working class
   - *b.* Black Death and its effects
   - *c.* Wyclif and the Lollard movement
   - *d.* The Peasants' Revolt
   - *e.* Beginnings of modern English literature
     - (1) Chaucer
     - (2) Langland
     - (3) Caxton and the introduction of printing
2. Wars of the Roses
   - *a.* Causes
   - *b.* Effects

B. The Papacy and the Conciliar Movement

1. Struggle between the papacy and the national states
   - *a.* Philip the Fair and Boniface VIII
   - *b.* The Babylonian Captivity of the Church
     - (1) Nature
     - (2) Effects
   - *c.* The Great Schism
2. Hussite movement
   - *a.* Teachings of John Huss
   - *b.* His trial and death
   - *c.* Spread of his doctrines
3. The great councils of the church
   - *a.* Work of the council at Pisa
   - *b.* Work of the council at Constance
     - (1) Condemnation of Huss
     - (2) Healing of the schism
     - (3) Proposed reforms

C. The Renaissance

1. Meaning of the term
2. The artistic Renaissance
   - *a.* Differences between the earlier and later Renaissance art
   - *b.* Great figures of the Renaissance and their work
3. The literary Renaissance
   - *a.* Dante
   - *b.* Petrarch
   - *c.* Humanism
4. Relation between the Renaissance and the Reformation
5. The age of great discoveries
   - *a.* Influence of the fall of Constantinople
   - *b.* Work of the Portuguese navigators
   - *c.* The discovery of a new world and its effects
   - *d.* The great inventions and their influence

IX. EUROPE ON THE EVE OF THE PROTESTANT REFORMATION

A. The Rise of the Hapsburgs

1. Charles the Bold and Burgundy
2. Creation of the Spanish monarchy
   Banishment of the Moors
   (1) Reasons for
   (2) Effects
3. Empire of Charles V
   a. Extent
   b. Problems of his reign
4. French designs on Italy
   a. Invasion of Italy by Charles VIII
   (1) Influence on Europe
   (2) Career of Savonarola
   b. Francis I of France and the Concordat of 1516 with Pope
5. Germany and the Hapsburg Family
   a. Rudolph of Hapsburg
   b. The Golden Bull (1356) terms
   c. The Germany of Charles V
   (1) Social classes
   (*a*) Nobles
   (*b*) Knights
   (*c*) Freemen or burghers
   (*d*) Serfs
   (2) Conditions in Germany responsible for heresy
   (*a*) Jealousy among classes
   (*b*) Renaissance
   (*c*) Luxury of higher clergy
   (*d*) Excessive taxation

B. Life and Work of Martin Luther

1. Erasmus and Luther compared
2. Life of Luther
   a. Birth, parentage and education
   b. Luther as a humanist
3. The theory of indulgences
   a. Circumstances
   b. Abuse of theory
4. The beginning of Luther's heresy
   a. The Ninety-five Theses (1517)
   b. Debate at Leipsic
   c. Luther burns the Papal Bull
5. The Diet of Worms
   a. Election of the Emperor
   b. Luther before the Diet
   c. Wartburg

d. Consequences
(1) Luther banned by the Empire
(2) Revolution and disorder in Germany
(3) The Peasants' Revolt
(*a*) Cause
(*b*) Result
6. The close of Luther's work

X. EUROPE AND THE PROTESTANT REVOLT

A. Germany and the Protestant Revolt
1. Attacks on Charles' Empire
2. Diets of Speyer
a. "Protestants"
b. Origin of the Dual Monarchy
3. Augsburg Confession
4. Peace of Augsburg (1555)
a. Terms
b. Defects

B. Protestantism in France
1. Life of John Calvin
a. Education
b. Study of law
c. His teachers
d. Driven to Switzerland
e. "The Institutes of Christianity"
f. The Consistory
g. Founder of the Presbyterian Church
h. Importance of his beliefs in shaping English, Dutch, French and American History
2. The Huguenots
a. Admiral Coligny
b. Political phase of the French Reformation
3. Catherine de Medici
a. Policy
b. St. Bartholomew's Day
Massacre of the Protestants, among them Coligny
4. Civil War
a. The rival Henrys
b. Henry of Navarre becomes King
5. Character and work of Henry IV
a. Edict of Nantes
(1) Provisions
(2) Mistake, from viewpoint of statesmanship
b. Administration of Sully
c. Death of Henry

C. The Catholic Reformation and the Jesuits
  1. Agencies
    a. Jesuits: Loyola
    b. Church Councils
  2. Objects and ideals
  3. Constructive reforms of the Council of Trent (1545) (1562-1563)

D. The Revolt of the Netherlands
  1. Connection between political and religious revolt
    a. Tyranny of Philip II
    b. The Inquisition
  2. William the Silent (1533-1584)
    a. Character
    b. Work
    c. Death
  3. Results

E. The Reformation in England
  1. Early reformers in England under Henry VIII
  2. Development
    a. Reason for later reform in England
    b. Henry VIII's marriage with Katherine of Aragon
    c. The divorce
    d. Wolsey
    e. Steps in the Reformation
      (1) Act of Annates
      (2) Act of Supremacy
      (3 Destruction of the Monasteries
      (4) Attack on the Guilds and the destruction of the Chantries
    f. Character of Henry VIII and of his government
  3. Progress of the Reformation during the Reign of Edward VI
    a. Act of Uniformity
    b. Extreme Protestantism
  4. Queen Mary
    a. Character
    b. The Catholic reaction
    c. War against France: loss of Calais
    d. Death of Mary
  5. Queen Elizabeth (1558-1603)
    Protestant religion restored

XI. ENGLAND AND THE TREND TOWARD ABSOLUTE MONARCHY

A. The Tudor Monarchy
  1. Reasons for the Absolutism of the Tudor monarchy

a. The new nobility
b. The Protestant Reformation
c. Growth of commerce and industry
d. The New World

2. Extension of national power abroad
   a. Reasons why England became a great power
      (1) Peace policy adopted by Henry VII
      (2) Balance of power policy
      (3) Defeat of the Spanish Armada
      (4) Colonial enterprises of Elizabeth's reign
      (5) Intellectual wakening during Tudor period
      (6) Henry VII's reforms and treaties
   b. Wolsey and the balance of power policy
   c. Elizabeth's foreign policy
   d. Growth of industry and commerce
   e. War with Spain
   f. Story of Mary Stuart
   g. The Spanish Armada (1588)
      (1) Cause of invasion
      (2) Result
3. Elizabethan Age of English literature
   a. Age of Shakespeare
   b. Edmund Spenser
   c. Sir Francis Bacon
4. The rise of Puritanism
   a. Elizabeth
      (1) Character
      (2) Policy
   b. The Church of England: 39 articles
   c. The Puritans
5. Social and economic conditions under the Tudors
   a. Debasement of the currency
   b. Enclosures
   c. Increase in the papuer class
   d. Governmental action to relieve economic distress
   e. Reform of the coinage
   f. Elizabethan Poor Laws
   g. Description of the house of the Elizabethan period

B. Division between King and Parliament

1. Reason for opposition to the Stuarts
2. James I
   a. Character
   b. "Divine right of kings" doctrine
   c. Reason for his unpopularity
3. Charles I

a. Policy
b. His tyranny
c. Petition of right
d. Illegal taxation
e. Beginning of personal rule, Charles I
(1) Thomas Wentworth, Earl of Strafford
(2) William Laud, Archbishop of Canterbury
(3) Their policies
(4) The ship-money case
(5) Laud's policy brings on war with Scotland
4. Rise of parliamentary power
a. The Short Parliament
(1) Cause
(2) Result
b. Beginning of Long Parliament
(1) Cause
(2) Constitutional reforms
c. Irish rebellion
(1) Grand remonstrance
(2) Opening of the war

XII. THE ESTABLISHMENT OF CONSTITUTIONAL GOVERNMENT IN ENGLAND

A. Civil War and the Commonwealth

1. Conditions during the Civil War
a. Division of the country
b. League with Scotland
c. End of first war
d. Political views of the parties in Parliament
(1) Presbyterians
(2) Separatists
e. Oliver Cromwell
(1) Character
(2) Influence of Cromwell
(3) His army
(4) Pride's Purge
2. Trial and execution of Charles I
3. The Commonwealth
a. Cromwell as a general
b. Cromwell as a statesman
4. The Protectorate
a. Cromwell as Lord Protector
b. Death of Cromwell
c. Fall of Protectorate

B. Restoration of the Stuarts and the Revolution of 1688

1. Reign of Charles II
   - *a.* Character of the King
   - *b.* Settlement of governmental and religious questions
     - (1) The Clarendon Code
     - (2) Charles II's Policy of Toleration: Declaration of Indulgence
       - (*a*) Reasons for
       - (*b*) Effect
       - (*c*) Withdrawal of Declaration
   - *c.* The question of succession: origin of political parties
     - (1) Whigs
     - (2) Tories
2. Overthrow of James II and the triumph of Constitutional Government
   - *a.* The collapse of the Divine Right Theory
     - (1) The Tory Reaction
     - (2) The Revolution of 1688
       - (*a*) Causes
       - (*b*) The coming of William of Orange
       - (*c*) Flight of James II
   - *b.* William and Mary, King and Queen of England
     - (1) The Bill of Rights
     - (2) Act of Settlement
     - (3) Habeas Corpus Act

C. England and her Neighbors

1. Foreign policy of James I
2. The Thirty Years' War in Germany (1618-1648)
   - *a.* Causes
   - *b.* Bohemian period
   - *c.* Danish period
   - *d.* Swedish period
     - (1) Gustavus Adolphus' invasion of Germany
       - (*a*) Motives
       - (*b*) Character
       - (*c*) Policy
     - (2) Wallenstein
   - *e.* French period
   - *f.* Peace of Westphalia
     - (1) Terms
     - (2) Importance
     - (3) Result on Germany
3. Foreign policy of Cromwell
   - *a.* Navigation ordinance
   - *b.* Relations with Spain and Holland

4. Foreign policy of Charles II
   a. Dutch wars
   b. Secret treaty of Dover
      (1) Terms
      (2) Parties
5. England and Ireland
   a. Formation of the Pale
   b. Statute of Kilkenny
   c. Poynings' law
   d. The Ulster Plantations
   e. The future of Ireland

D. Social England under the Stuarts

1. Puritans and Cavaliers
2. "Puritan" literature
   a. Milton: "Paradise Lost"
   b. Bunyan: "Pilgrim's Progress"
3. Restoration literature
   a. Dryden
   b. Pope
4. Royal Society
   a. Sir Isaac Newton
   b. Harvey
5. Influence of coffee houses and newspapers

XIII. THE EXPANSION OF ENGLAND INTO AMERICA (1497-1763)*

A. The Beginnings of Colonization

1. Explorations and early settlements before Jamestown
   a. Origin of English claims in America
      (1) John Cabot
      (2) Sir Walter Raleigh
   b. Growth of Spanish colonies: effects
   c. The French as colonists
   d. Motives for English colonization
2. Virginia a typical southern colony
   a. Methods of colonization
      (1) Chartered companies: the Virginia Company
      (2) Private companies: Massachusetts Bay Puritans
      (3) Private individuals or proprietors
         (*a*) Baltimore
         (*b*) Penn
   b. First Colonial Legislature
   c. The labor problem: introduction of slavery
   d. Virginian agriculture
      (1) Character

* The treatment of Section XIII may be conditioned by the character of work done.

(2) Political results
e. Government of a royal colony or province
f. The question of taxation
g. Virginia during the Commonwealth
h. Bacon's Rebellion
(1) Cause
(2) Nathaniel Bacon
(3) Result
i. Social conditions in Virginia
3. Other southern colonies
a. Maryland and the Policy of Toleration
b. Frontier colonies
(1) The Carolinas
(*a*) South Carolina
(*b*) North Carolina
(*c*) Georgia: Oglethorpe
4. The Massachusetts settlements
a. Hampton Court conference
b. The Scrooby Church
c. The Plymouth Colony
(1) The Pilgrims: The Mayflower Compact
(2) Character of colony
d. Massachusetts Bay Colony
(1) Reasons for its establishment: Cambridge Agreement
(2) Puritans
(3) Government
(4) Attacks on colony
(*a*) Roger Williams
(*b*) The Council for New England
(*c*) Indian wars
e. Comparison of unit of government in New England and in Virginia
f. Social Conditions
(1) Occupations
(2) Trade
(3) Principal towns
(4) Education

B. Development of American Institutions

1. The welding together of Englishmen in New England
a. Colonies
(1) Massachusetts Bay the mother of colonies
(2) Rhode Island
(3) Connecticut and New Haven
(4) New Hampshire, 1630
(5) Maine

b. New England Confederation
(1) Reasons for formation
(2) Constitution
(*a*) Defects
(*b*) Service
c. Sending of a commission to investigate colonial affairs
d. Beginning of a real colonial policy
e. Effects of events in England on course of American History
2. Economic history of the colonies
a. Currency
b. Occupations of New England
(1) Whaling
(2) Ship building
(3) Trade with West Indies and Africa
3. Religious beliefs
a. Witchcraft delusion
b. The "Great Awakening"
(1) Whitefield
(2) Literature of New England

C. The Middle Colonies
1. New York under the Dutch and English
a. Government in Holland
(1) Characteristics
(2) Social standards
(3) Education
b. Settlement of New York
(1) Henry Hudson
(2) Government of the New Netherlands
(3) The English conquest
(*a*) Reasons for
(*b*) Stuyvesant
(*c*) Changes made
(*d*) Charter of liberties
(4) Leisler's Rebellion
(*a*) Reason for
(*b*) Leisler
(5) Early French and Indian wars
(*a*) Queen Anne's War
(*b*) King George's War
2. The end of New France
a. Comparison of the antagonists
b. Franklin's "Albany Plan of Colonial Union"
c. The last French and Indian war
3. The Middle Colonies in the 18th Ccentury

a. New York
(1) People
(2) Social life in New York
(3) Religion
(*a*) Episcopal Church
(*b*) Dutch Reformed Church
(4) A Quaker experiment in government
(*a*) William Penn and the Society of Friends
(*b*) Pennsylvania Charter of Privileges
(*c*) Policy and influence of Penn
(*d*) Social conditions in Pennsylvania

D. The Colonies in 1760
1. Occupations and social conditions
2. Political institutions

XIV. THE TRIUMPH OF ABSOLUTISM IN FRANCE

A. France of Louis XIV
1. Richelieu and the establishment of the Absolute Monarchy
a. Meeting of the States General
b. Rise of Richelieu to power
(1) Character
(2) Policy
(*a*) Richelieu and the Huguenots
(*b*) Richelieu and the Nobles
(*c*) Richelieu and the Thirty Years' War
c. Cardinal Mazarin
(1) Character
(2) His policy
(3) The Fronde
d. The Absolute Monarchy of Louis XIV
2. Louis XIV and his court
a. Character
(1) Louis the man
(2) Louis the king
b. Versailles
(1) Life at his court
(2) His patronage of art and literature
3. Colbert and the French people
a. The "Ancien Regime"
(1) Taxation
(2) Internal customs and tariffs
b. Colbert's reforms
c. Short-sighted policy of Louis XIV
(1) Extravagance
(2) Repeal of the Edict of Nantes

4. Louis XIV's wars
   a. Louis and Charles II
   b. War with Holland
      (1) Reason
      (2) Result
   c. War of the League of Augsburg or of the Grand Alliance
   d. War of the Spanish Succession: Queen Anne's War
      (1) Cause
      (2) Progress
      (3) Close
   e. Peace of Utrecht
      (1) Terms
      (2) Importance

B. England and France at the Close of the Reign of Louis XIV

1. Political and economic conditions in England
2. France at the close of Louis XIV's reign: how the reign of Louis XIV prepared the way for the French Revolution
   a. Popular discontent
   b. Corruption of the government
   c. Excessive taxation
   d. Shortsighted commercial policy
3. Summary of Early European History

MODERN EUROPEAN HISTORY SINCE 1700

(INCLUDING CONTEMPORARY CIVILIZATIONS)

INTRODUCTION

(Daniel C. Knowlton, Ph.D.)

These outlines or topics were originally prepared for the *History Teachers' Magazine* along the lines suggested by the report of the Committee of Five and the recommendations of the Committee on Social Sciences of the National Education Association. Each instalment which appeared was accompanied by an introduction making clear the scope of the work and the relation of each part to the whole. It has been impossible in this syllabus to reprint all this material or to give detailed references to the books which the teacher will find helpful in the preparation of these topics. Since they appeared in the Magazine the outlines have been subjected to certain modifications as the result of actual experience with the topics in the classroom.

In the preparation of these outlines an effort has been made to select those topics which would place the student in direct contact with contemporary Europe. This idea should be uppermost in the mind of the teacher or student in studying European development since the early part of the eighteenth century. An intelligent appreciation of present day Europe is to be secured through an understanding of the causes or conditions which have given rise to the present economic and social order. Man makes his living today in a far different manner than was the case in the early eighteenth century, before the industrial revolution. A wonderful transformation has taken place in the organization of industry and in the methods of carrying on business, and national ambitions

and aspirations have been shaped by these influences. On the other hand, the relation of the individual to the state has also undergone a great change. Democracy has a new meaning. These dual aspects of the life and progress of Europe have been selected for special emphasis in these outlines and should be kept prominently before the student. After a general introduction to the political and social conditions which prevailed in the early eighteenth century the student is brought face to face with the conditions peculiar to the conduct of business and industry. With these conditions in mind he follows epoch by epoch those changes which explain the life of today. Although an effort has been made to keep these two aspects of the study more or less distinct there is a recognition throughout the topics that they are often indissolubly linked together.

COURSE OF STUDY IN OUTLINE*

INTRODUCTION TO SOCIAL AND POLITICAL CONDITIONS IN THE EARLY EIGHTEENTH CENTURY

I. THE SUPREMACY OF PARLIAMENT AND THE ESTABLISHMENT OF CONSTITUTIONAL GOVERNMENT IN ENGLAND

1. **The Great Civil War and its consequences**
2. **The Revolution of 1688 and the Bill of Rights**
3. **The change of dynasty and its effects**
   - *a.* Growth of the Cabinet—Walpole
   - *b.* Development of the party system of government
4. **The English system of government**
   - *a.* The King
   - *b.* The Cabinet
   - *c.* Parliament: composition and powers
   - *d.* The Church—the Toleration Act, 1689
5. **Influence of England on the continent**
   - *a.* The English political system
   - *b.* Struggle with Louis XIV

II. THE ESTABLISHMENT OF ABSOLUTISM IN FRANCE AND THE DECLINE OF FRENCH PRESTIGE IN EUROPE

1. **The Divine Right theory of government as applied in France**
   - *a.* The position of the King—patronage of art and literature
   - *b.* The Army—Louvois; Vauban
   - *c.* The Court
   - *d.* The Church
   - *e.* Social classes
2. **The influence of French ideas and French culture**
   - *a.* On art
   - *b.* On literature
3. **The downfall of Louis XIV and its effects upon Europe**

III. THE APPEARANCE OF NEW EUROPEAN POWERS AND THE PASSING OF OLDER STATES

1. **Rise of Russia and decay of Sweden**
   - *a.* Modernization of Russia by Peter the Great
     - (1) Military and naval reforms

---

*These outlines of European History were prepared by D. C. Knowlton, Ph.D., and A. M. Wolfson, Ph.D., and copyrighted by the McKinley Publishing Co., 1912-1914.

(2) Reforms in the administration—struggle with the nobles
(3) Reforms in the Church
(4) Introduction of western customs
b. Overthrow of Charles XII—Poltava, 1709
c. Russia's position in Europe—question of Poland

2. Rise of Prussia
a. The Prussian system of government
b. Expansion of Prussia in Europe to 1740

3. The passing of Holland
a. Sources of her power in the 17th century
b. Wars with England and effects upon her position in Europe
(1) The Navigation Acts
(2) Loss of New Netherlands

4. The decay of Spain
a. Effects of the War of the Spanish Succession
b. European interests of Alberoni

IV. THE REFORM MOVEMENT OF THE 18TH CENTURY

1. The old ideas
a. Seventeenth century interest in psychology and metaphysics
b. Belief in absolutism
c. Religious intolerance

2. The new ideas
a. John Locke
(1) "Letters on Tolerance"
(2) "Essay upon Civil Government"
b. The French philosophers and publicists (Voltaire, Montesquieu)
(1) Influence of Locke
(2) Demands for religious and political reform
(*a*) Voltaire's "Letters to the English" and "Philosophical Dictionary"
(*b*) Montesquieu's "Spirit of the Laws"

3. The enlightened despots and their reforms
a. Their ideas of a ruler's duty
b. The nature of their task: social and economic conditions on the continent
(1) Survivals of feudalism
(2) Legal abuses
(3) Intellectual torpor
(4) Power of the Church—the Jesuits
c. Their reforms
(1) Reforms in the feudal system
(*a*) Abolition of serfdom in Denmark
(*b*) Abolition of slavery in Portugal

(2) Law and justice
  (*a*) Influence of Beccaria
  (*b*) Abolition of torture
  (*c*) Codification of the law—Frederick the Great
(3) Public works
  (*a*) Road making
  (*b*) Harbor improvement
(4) Education
  (*a*) Primary education
  (*b*) Founding of the learned academies
  (*c*) Universities
(5) Freedom of the press
(6) Toleration—Catherine II, Joseph II

INDUSTRIAL AND COMMERCIAL CONDITIONS IN EUROPE IN THE EARLY EIGHTEENTH CENTURY

V. THE ORGANIZATION OF INDUSTRY IN THE EARLY 18TH CENTURY

1. The guild system and its characteristics
a. The guild
  (1) Its origin
  (2) Purposes of the guilds
    (*a*) Protection of trade
    (*b*) Standardizing production
    (*c*) Prevention of fraud
    (*d*) Monopoly of trade
  (3) Organization of the guilds
  (4) Typical guilds
  (5) Advantages and disadvantages
b. Industry and home life

2. Government interference with and regulation of industry in England
a. The Statute of Laborers and its enforcement
b. Debasement of the currency
c. Confiscation of guild lands by the Tudors
d. Grant of monopolies to manufacturing towns
e. Fixing of wages by Justices of the Peace
f. Price regulation—Assize of Bread

3. The breakdown of the guilds and the germination of the modern factory in England in the 15th century
a. Removal of industry to the country districts
b. Rise of capitalist class
c. The "domestic system"

VI. THE TRADING COMPANIES AND THE METHODS OF CARRYING ON TRADE IN THE EARLY 18TH CENTURY

1. Trade: its nature and importance
   - *a.* Internal trade
     - (1) The market and its regulation
     - (2) Taxes on imported articles—"octrois"
     - (3) Fairs
   - *b.* International trade
     - (1) The recognized routes
     - (2) Methods of transportation
     - (3) Development of markets
     - (4) Credit and banking facilities
       - (*a*) Part taken by goldsmiths
       - (*b*) Development of regular banks—Bank of England
       - (*c*) The stock exchange and money market
       - (*d*) Speculation and crises
   - *c.* Articles of trade
     - (1) Levantine goods
     - (2) Colonial wares
     - (3) Precious metals
     - (4) Wool, cotton and silk
     - (5) Slaves
2. Rise and development of the trading company and beginning of colonial enterprises
   - *a.* Forms of association
     - (1) Regulated companies
     - (2) Joint stock companies
     - (3) Interlopers
   - *b.* Typical examples
     - (1) East India companies
     - (2) English Muscovy Company
     - (3) Dutch West India Company
   - *c.* Portuguese as traders and colonizers
     - (1) Their aims
     - (2) Their field of operations
     - (3) Decline of Portuguese commerce
   - *d.* The Spanish colonial empire
     - (1) Its extent
     - (2) The policy of Spain's rulers
     - (3) Weakness of Spain in the 18th century
   - *e.* The Dutch as traders
     - (1) Conditions favorable to Dutch colonial enterprise
     - (2) Field of operations
     - (3) Decline of Dutch carrying trade
3. Mercantile System and its effects upon trade
   - *a.* Characteristics of the system

b. The formation of the Directory—Constitution of the Year III
c. The Treaties of Basle and the Hague, 1795
(1) Favorable "balance of trade"
(2) Bounties
(3) Restrictions on exportations of raw material
(4) Commercial treaties—Methuen Treaty and Assiento Concession
(5) Encouragement of domestic shipping—Navigation Acts
(6) State aid—Colbert
b. Effects of the system
(1) American Revolution
(2) Writing of Adam Smith's "Wealth of Nations"

COMMERCIAL WARS OF THE EIGHTEENTH CENTURY

VII. THE RIVAL COLONIAL AND COMMERCIAL POWERS OF THE 18TH CENTURY AND THEIR PRELIMINARY STRUGGLES FOR WORLD WIDE SUPREMACY

1. The older world powers and their decay
a. The remnants of the Portuguese power
(1) In South America
(2) In the East: Goa, Malay Archipelago and Macao
b. Spain's American possessions
c. The Dutch in Asia
d. Reasons for their decay

2. The expansion of England and France
a. In America
(1) The Thirteen Colonies
(2) The French occupation of Canada and the Mississippi valley
(3) Contrasts between French and English enterprise in America
b. In India
(1) The English East India Company and its work
(2) The rise of the French power in Southern India and Bengal

3. The War of the Spanish Succession and its effects upon colonial and commercial development, 1701-1713
a. Causes
(1) Primary: dynastic interests; balance of power
(2) Secondary: colonial interests
b. Participants
c. The war
(1) In Europe—victories of Marlborough

(2) In America—conquest of Acadia (what the word then meant)

d. Effects

(1) On French prestige

(2) On colonies and commerce—gains of England

4. The War of the Austrian Succession

a. European causes

b. Colonial interests involved

(1) In India—rivalry of Dupleix and Clive

(2) In North America

c. Results—Treaty of Aix-la-Chapelle

5. The Diplomatic Revolution and its effects upon the European and colonial situation

a. Nature of the change

b. Divided interests of France

c. Position of France and England in 1750

VIII. THE TRIUMPH OF GREAT BRITAIN—THE SEVEN YEARS' WAR, 1756-1763

1. Connection of the war with preceding struggles

a. Enmity of Maria Theresa and Frederick the Great

b. Clashing interests of France and England in America and Asia

2. The allies and their interests in the struggle

3. The contest

a. On the continent—victories of Frederick the Great

b. In North America

(1) Period of disaster—Braddock's Expedition

(2) Policy of William Pitt and success of England

c. In India

(1) The Black Hole incident

(2) Clive and the subjugation of Bengal—Plassey, 1757

(3) Overthrow of the French in Southern India—Wandewash

4. The Treaty of Paris, 1763

IX. THE AMERICAN REVOLUTION AND ITS EFFECTS ON EUROPE

1. Attempts of England to change her colonial policy

a. The old policy—in theory

(1) Trade and Navigation Acts

(2) Board of Trade

b. The old policy in practice—Walpole

c. The accession of George III and its effects upon American colonial policy

(1) Measures of Grenville

(2) The Townshend Acts

2. **The opposition in America**
   - *a.* Stamp Act Congress
   - *b.* Non-intercourse agreements and Committees of Correspondence
   - *c.* The Continental Congresses
   - *d.* The Declaration of Independence
3. **The War**
   - *a.* Isolation of England in Europe
   - *b.* Victories of Saratoga and Yorktown
4. **The Treaty of Peace (1783) and its effects**
   - *a.* Formation of the United States
   - *b.* Influence upon English colonial policy

THE FRENCH REVOLUTION, 1789-1795

X. CONDITIONS FAVORABLE TO REVOLUTION—THE OLD ORDER IN FRANCE AND ITS DEFECTS

1. **Social**
   - *a.* Class privileges
   - *b.* Feudal survivals
2. **Economic**
   - *a.* Trade restrictions
   - *b.* Feudal burdens
   - *c.* System of taxation
   - *d.* Waste and extravagance of the rulers
3. **Political**
   - *a.* Organization of the government
   - *b.* Absolutism of the King
   - *c.* Failures of Louis XV
4. **Intellectual—the writings and teachings of the philosophers and economists**

XI. THE CALLING OF THE STATES GENERAL AND THE END OF THE OLD ORDER

1. **Financial difficulties of the reign of Louis XVI**
2. **The efforts at reform**
   - *a.* Turgot's plans and the opposition of the Court
   - *b.* Necker and his Balance Sheet
   - *c.* Calonne and the creation of credit
3. **Influence of the American Revolution**
4. **Necker and the summoning of the States General**
   - *a.* Preliminary steps—Assembly of the Notables, 1786
   - *b.* Difficulties involved
     - (1) Method of election

(2) Apportionment of representatives
(3) The Cahiers

5. **Organization of the States General as the National Constituent Assembly**
   a. Question of voting
   b. Opposition of the Court and the Tennis Court Oath
   c. The influence of Paris
      (1) Fall of the Bastile and formation of the National Guard
      (2) Effects upon the provinces
      (3) Removal of the King and Queen to Paris
   d. Influence of Mirabeau
6. **Work of the National Constituent Assembly**
   a. Social and economic
      (1) Abolition of Privilege and Declaration of the Rights of Man
      (2) Ecclesiastical reorganization
      (3) Financial measures—the assignats
   b. Political—the Constitution of 1791
      (1) The suffrage
      (2) The composition and powers of the Legislative Assembly
      (3) Restrictions on the power of the King

XII. THE FRENCH REPUBLIC AND THE BEGINNING OF STRUGGLE WITH EUROPE

1. **Causes of the outbreak of war**
   a. The attitude of the Girondists
   b. Intrigues of the emigrés
   c. Opposition of the King—flight to Varennes, June 21
   d. Intervention of Austria and Prussia—Declaration of Pillnitz
2. **Abolition of royalty and its consequences**
   a. Preliminaries
      (1) Declaration of Brunswick
      (2) Attack on the Tuileries on the 10th of August
      (3) Longwy and Verdun and the September Massacres, 1792
   b. The Convention and the Declaration of the Republic
   c. The trial and execution of the King
   d. The hostility of England, Holland and Spain
3. **Committee of Public Safety and its work**
   a. Origin—the situation in 1793
      (1) Treason of Dumouriez
      (2) Strife between the Girondists and the Mountain
   b. Its organization and methods
   c. Its accomplishments
      (1) The fall of the Girondists

(2) The Reign of Terror, June 2, 1793, to July 27, 1794
(3) French military successes—Carnot

4. **The reforms of the Convention**
   a. Reorganization of the Army
   b. Educational changes
   c. The Revolutionary Calendar
5. **The restoration of constitutional government**
   a. The dictatorship of Robespierre and his overthrow
6. **Effects of the Revolution upon Europe**
   a. The revolutionary propaganda and its reception
   b. Occupation of frontiers of ancient Gaul

THE NAPOLEONIC ERA, 1795-1815

XIII. THE DIRECTORY AND THE ADVENT OF NAPOLEON

1. **Early career of Napoleon**
   a. His training and personality
   b. His connection with the Revolution
      (1) Toulon
      (2) Relations with the Convention
2. **Napoleon in Italy and in Egypt**
   a. Nature and success of the Italian campaign of 1796
   b. Egyptian expedition
      (1) Purpose
      (2) Battle of the Nile
      (3) Results
   c. Effects upon the rise of Napoleon
   d. Effects upon Italy and Egypt
      (1) The reorganization of Italy
      (2) The study of the history and antiquities of Egypt
3. **Inefficiency and unpopularity of the Directory**
   a. Disorder in France
   b. Corruption—The X Y Z affair
   c. Military failures
   d. Bankruptcy and economic distress

XIV. THE SUPREMACY OF NAPOLEON, 1799-1807

1. **The establishment of Napoleon's power in France**
   a. Power and influence of the Army
   b. Overthrow of the Directory and formation of the Consulate
      (1) The Coup d'état of 18 Brumaire
      (2) The Plebiscite and its significance
      (3) The form of government—Constitution of the Year VIII
   c. Transformation of the Consulate into the Empire

(1) Reasons for the change
(2) Method employed
(3) Changes in the government
(4) Extent and character of the new empire

d. The work of peace
(1) The Concordat
(2) The Code Napoleon
(3) The University
(4) Public Works
(5) The encouragement of trade and industry
(*a*) Plans for Colonial Empire—Louisiana and Hayti
(*b*) The Bank of France

2. Establishment of Napoleon's power in Germany and in Europe

a. The Campaigns of 1800-1802 and their results
(1) The end of the second coalition
(2) The dependent republics

b. Ulm and Austerlitz and their consequences (1805)
(1) Overthrow of Austria
(2) Reorganization of Germany and end of the Empire

c. Jena and the humiliation of Prussia

d. Eylau and Friedland and the Peace of Tilsit (1807)

e. Attempts to crush England
(1) The Camp at Boulogne
(2) Trafalgar, 1805
(3) England's participation in the continental struggle
(4) Significance of England's hostility

3. Influence of the Napoleonic régime

a. On France
(1) Political—growth of absolutism
(2) Social and economic

b. On Europe
(1) Territorial rearrangements
(2) Administrative reforms

XV. THE FALL OF NAPOLEON AND THE CONGRESS OF VIENNA, 1815

1. The Nationalist reaction

a. Causes
(1) The Continental System
(*a*) Objects
(*b*) The Decrees and Orders in Council
(*c*) Effects
(2) Napoleon's dynastic ambitions and the idea of universal monarchy

b. The resistance of Spain and Portugal

c. The revolt of Austria—Wagram and its results, 1809
d. The reawakening of Prussia
(1) Effects of Jena
(2) Work of Stein and Scharnhorst

2. The Moscow campaign and War of Liberation
a. The hostility of Northern Europe
b. The Russian Campaign of 1812 and its results
c. Leipzig, 1813
d. The abdication of Napoleon, 1814
e. The Hundred Days and Waterloo, 1815

3. The Congress of Vienna and its reconstruction of Europe
a. The great powers and their interests
b. The territorial readjustments
(1) France
(2) Germany
(3) The Netherlands
(4) Switzerland
(5) The Scandinavian States
(6) The Colonies
c. Effects upon the work of the Revolution

THE INDUSTRIAL REVOLUTION

XVI. THE 18TH CENTURY REVOLUTION IN AGRICULTURE

1. The old manorial system and its defects
a. The open-field system
b. The crops
c. The condition of the peasant

2. The gradual breakdown of the manorial system in England
a. Causes
(1) Practice of commutation
(2) Growth of enclosures
(3) The Black Death
b. Conditions at the opening of the 18th century
(1) New crops: clover; turnips
(2) Persistence of the open-field system
(3) Beginnings of animal industry

3. The awakening of the 18th century in England
a. Improvements in methods of tillage—Jethro Tull (1674-1741) and "Turnip Townshend" (1674-1738)
(1) Introduction of artificial grasses for cattle feeding
(2) Introduction of new food crops—rye, beans, potatoes, etc.
(3) Improvements in farm machinery—the plow, horse hoe, the seeder, etc.

(4) Introduction of artificial fertilizers
(5) Introduction of scientific rotation of crops

b. Improvements in cattle and sheep breeding—Robert Bakewell (1725-1795)
(1) The Longhorns and Shorthorns
(2) The Thoroughbred

c. "Enclosures" and the consolidation of small farms

d. Capitalistic organization of agriculture
(1) Classes of the agricultural population
(2) Elimination of the English yeomanry

e. Relation of the agricultural revolution to the industrial revolution of the century

XVII. THE INDUSTRIAL REVOLUTION IN ENGLAND AND ON THE CONTINENT

1. The old system of manufacture

a. Its principal characteristics

b. Its advantages
(1) Regularity of work
(2) Comparatively steady relation between the products and the return for labor
(3) Comparatively even distribution of wealth
(4) Staple products in all industries
(5) Few commercial fluctuations

2. The new inventions and the revolution in the processes of manufacture in England

a. In the textile trades
(1) Kay's flying shuttle, 1738
(2) Hargreaves' spinning jenny, 1767
(3) Arkwright's water frame, 1769
(4) Crompton's mule, 1779
(5) Cartwright's power loom, 1787
(6) Improvements in calico printing, 1783-1800
(7) Acid and chlorine bleaching, 1785-1800
(8) Whitney's cotton gin, 1793

b. In the iron industry
(1) The old process of charcoal smelting
(2) Darby's process of coal smelting, 1750
(3) Smeaton's blast furnace, 1760
(4) Improvements for hardening steel and tool manufacture, 1750-1800

c. In the china and earthenware trades—Josiah Wedgewood

3. The steam engine and its application to industry

a. Papin's engine

b. Newcomen's pump in the mining industry, 1704

c. Watt's engine applied to textile and other trades, 1769-1819

4. The revolution in transportation

a. Road building and canal construction

(1) Telford and Macadam and the new turnpikes

(2) James Brindley and the construction of commercial canals

b. Application of steam to transportation

(1) Fulton's steamboat, 1809

(2) Stephenson's locomotive, 1825

(3) Building of railroads

(4) Development of ocean transportation and inland waterways

5. The introduction of the "factory" system

a. The characteristics of the factory

(1) Power (steam or water)

(2) Machinery

(3) Men

b. Effects of the new system

(1) Development of large scale production

(2) Separation of the interests of capital and labor

(3) Redistribution of population

(4) New economic and social problems

(*a*) Growth of the capitalist class

(*b*) Degradation of the laboring classes

(*c*) Woman and child labor

(*d*) Instability of trade

(5) The end of the old system of trade regulation in England

(*a*) Repeal of the Navigation Acts, 1796-1830

(*b*) Abandonment of protection, 1846-1852

(6) English factory legislation

(7) Growth of trade-unionism

(8) Socialism

(9) New international relations—efforts of France to stifle English trade

(*a*) The action of the Convention and the Directory, 1793-1799

(*b*) Napoleon's Berlin and Milan Decrees, 1806-1807

(*c*) England's retaliation—Orders in Council

(*d*) Failure of France due to the cheapness of English goods

(*e*) England's triumph over Napoleon—the triumph of a manufacturing nation

6. The Industrial Revolution on the Continent

a. In France, after 1815

(1) The ascendancy of the capitalist class under Louis Philippe, 1830-1848
(2) The Revolution of 1848—its economic significance
b. In Germany
(1) The Zollverein, 1833
(2) The German Empire, and the new industrialism

THE ERA OF METTERNICH: THE STRUGGLE FOR CONSTITUTIONAL GOVERNMENT, 1815-1848

XVIII. METTERNICH AND THE REACTION IN EUROPE

1. **The reactionary settlements of 1815**
   a. Louis XVIII and the charter of 1814
   b. The restoration of the Bourbons in Spain and Naples
   c. The situation in Austria and Germany
2. **The Tory reaction in England**
   a. Economic distress and political unrest
   b. The Six Acts
3. **Metternich and the "Holy Alliance"**
   a. Power and influence of Metternich
   b. The "Holy Alliance" and its objects

XIX. THE STRUGGLE FOR CONSTITUTIONAL GOVERNMENT ON THE CONTINENT AND THE GROWTH OF DEMOCRACY IN ENGLAND, 1820-1848

1. **The revolutionary movements of 1820-1830**
   a. Extent and character of the revolution of 1820
   (1) The Spanish revolution and the loss of the Spanish colonies
   (2) The Portuguese movement
   (3) The Neapolitan uprising
   (4) The Greek insurrection
   b. The Congresses and the Doctrine of Intervention
   (1) The Carlsbad Resolutions, 1819
   (2) Restoration of the exiled Bourbons
   (3) Interest in Greece
   (4) Opposition to the "Holy Alliance"; the Monroe Doctrine
   c. The Revolution of 1830
   (1) The July Revolution and its effects upon France
   (*a*) Causes—the "July Ordinances"
   (*b*) Establishment of the Orleans Monarchy
   (2) Spread of the July Revolution
   (*a*) In Belgium
   (*b*) In Poland
   (*c*) In Italy

(3) Results accomplished
(*a*) Recognition of the middle class in France
(*b*) Separation from Holland and growth of parliamentary government in Belgium
(*c*) Its failure in Poland and Italy

2. The Revolution of 1848

a. General causes
(1) Economic—the Industrial Revolution
(*a*) Appearance of the labor problem
(*b*) Development of socialism
(2) Political
(*a*) Feeling of nationality
(*b*) Dissatisfaction with reactionary governments

b. Its beginning in France
(1) Unrepresentative character of the government
(2) Demand for reforms in parliament

c. The spread of the movement
(1) In the Germanies
(*a*) Prussia
(*b*) The Frankfort Parliament
(2) In the Austrian possessions

d. Its failures and successes
(1) Fall of Metternich
(2) Grant of constitutions
(3) Shattering of Italian and German movements toward unity

3. Growth of democracy in England

a. Extension of suffrage and reform of Parliament
(1) The Catholic Emancipation Act, 1829
(2) The Reform Bill of 1832
(3) The Chartist Movement

b. Reform measures
(1) The criminal law
(2) Abolition of slavery
(3) Factory legislation
(4) Public education
(5) Free trade

THE ASCENDANCY OF NAPOLEON III AND THE NATIONALIST WARS, 1848-1870

XX. THE ESTABLISHMENT OF THE SECOND EMPIRE AND THE BEGINNINGS OF ITS INFLUENCE UPON EUROPE

1. **Character and aims of Louis Napoleon**
2. **His power in France and the methods by which it was secured**
   - *a.* The suffrage
   - *b.* The plebiscite and its use
   - *c.* The army
   - *d.* Encouragement of trade and industry
3. **The Crimean War, 1854-1856, and the part taken by France**

XXI. THE STRUGGLE FOR ITALIAN UNITY

1. **The Revolution of 1848 and its effects upon Italy**
2. **The obstacles to unification and their removal**
   - *a.* Nature of the difficulties
   - *b.* The Epoch of Preparation, 1849-1859
     - (1) Mazzini and "Young Italy"
     - (2) Aims and work of Cavour
       - (*a*) Economic and military reforms
       - (*b*) The Crimean War and its results
   - *c.* The Epoch of Realization, 1859-1871
     - (1) Napoleon III and the Austro-Sardinian War, 1859
     - (2) The annexations in the North
     - (3) Garibaldi and the annexations in the South
     - (4) The Austro-Prussian War, 1866, and the completion of Italian unification, 1870-1871
   - *d.* The organization and problems of the new Kingdom of Italy

XXII. THE STRUGGLE FOR GERMAN UNITY AND THE CREATION OF THE AUSTRO-HUNGARIAN MONARCHY

1. **The failure of 1848 in Germany and its lessons**
2. **Bismarck and the achievement of unity**
   - *a.* The economic link—the Zollverein
   - *b.* The reform of the army
   - *c.* The exclusion of Austria and the formation of the North German Federation
     - (1) The position of Austria in Germany
     - (2) The Danish War
     - (3) The Seven Weeks' War
     - (4) Results
   - *d.* The Franco-German War and the formation of the German Empire, 1870-1871

(1) Interest of Napoleon III in Germany
(2) Sedan and its consequences
(*a*) Completion of German unity
(*b*) Fall of the Second Empire
e. Organization and problems of the new Empire
3. Effects of 1848 upon Austria
4. The Ausgleich, or Compromise, 1867
5. The problem of nationality in the Austro-Hungarian Monarchy

THE EXPANSION OF EUROPE IN ASIA AND IN AFRICA, 1870-1916

XXIII. CONDITIONS FAVORABLE TO THE SPREAD OF EUROPEAN INFLUENCE IN ASIA AND IN AFRICA

1. Economic
a. The development of transportation and the means of communication
(1) Roads and railways
(2) Ocean navigation
(3) The Suez and Panama Canals
(4) The telegraph and wireless
b. The organization of business
(1) Large scale production
(2) Modern credit and banking
c. Influence of tariffs and duties
d. The desire for markets
e. Overpopulation and emigration
2. Religious—the rise and spread of the missionary movement
3. Political—European rivalries and the growth of imperialistic tendencies
a. The Triple Alliance: objects and membership
b. The Triple Entente and the scope of its influence
c. The change of attitude toward colonies and dependencies

XXIV. THE EASTERN QUESTION AND THE RISE OF THE BALKAN STATES

I. The nature of the question and its origin
a. The Turkish Empire in 1815
b. Position and ambition of Russia with reference to Turkey—Panslavism
c. Conflicting interests (religious, political, and economic) of the powers in the Near East
2. The attempts to solve the Near Eastern Question
a. The first stage—to 1878

(1) The War of Greek Independence, 1821-1833
(*a*) The period of isolation, 1821-1826
(*b*) The interference of the powers—Navarino
(2) The struggle between Turkey and Egypt, 1831-1840
(*a*) Ambitions and plans of Mehemet Ali
(*b*) Effects upon the relations between Europe and the Near East
(3) The Crimean War, 1854-1856
(*a*) Causes
(*b*) Effects upon the relations between Europe and the Near East
(4) The Russo-Turkish War, 1877-1878, and the Congress of Berlin

b. The second stage—the emergence of the Balkan States, 1878-1908
(1) The new kingdoms of Roumania and Servia, 1881-1882
(2) The union of Bulgaria and Eastern Roumelia and the war with Servia, 1885-1886
(3) The Graeco-Turkish War, 1897-1898

c. The third stage—the Turkish Revolution and its consequences, 1908-
(1) The Young Turk movement, 1908-1909
(*a*) Restoration of the constitution
(*b*) Annexations by Austria
(*c*) Independence of Bulgaria
(*d*) The Counter-Revolution and the fall of Sultan Abdul Hamid II, 1909
(2) The Turko-Italian War, 1911-1912
(3) The Balkan War, 1912-1913, and the consequent changes
(*a*) The Turkish power in Europe
(*b*) Increase of the territories of the Balkan States
(4) Rivalries in the Balkans, and conflicting interests of England, Austria and Russia

XXV. THE OPENING UP OF AFRICA

1. The period of the missionary and the explorer—to 1880
a. Speke and Baker
b. Livingstone and Stanley

2. The period of appropriation, 1880-
a. Africa in 1875
(1) Remnants of the Portuguese, Spanish and Dutch Colonial empires
(2) French and English interests
b. The formation of the Congo Free State

(1) The International African Association
(2) The Conference of Berlin, 1884-1885
(3) Enterprises of King Leopold
(4) Annexation to Belgium, 1908

c. England in Egypt
(1) Intervention of England and France
(2) Revolt of Arabi Pasha and withdrawal of France, 1882
(3) Loss and recovery of the Soudan

d. The appearance of Germany and Italy as colonial powers
(1) The Germans in East Africa and in Southwest Africa
(2) Italian efforts in the Red Sea and Somaliland
(3) Acquisition of Tripoli, 1912

e. England in South and Central Africa
(1) Cecil Rhodes and the extension of English influence
(2) The Boer War (1899-1902) and the reorganization of South Africa

f. French interests and acquisitions
(1) Occupation of Tunis
(2) Conquest of Madagascar
(3) The French in the Niger basin
(4) The Morocco Question

g. The great railway projects in Africa

XXVI. RUSSIA AND THE AWAKENING IN THE FAR EAST

1. The expansion of Russia eastward
a. Occupation and colonization of Siberia
b. Conquest of Turkestan
c. Railroad building—the Trans-Siberian railroad
d. Russian interests in Persia
e. Russian interests in China

2. The opening of Japan and her expansion westward
a. The opening of Japan to the western world
(1) The dual control—Shogun and Mikado
(2) Perry's visit and its consequences

b. The Revolution in Japan, 1868-1890
(1) Overthrow of the Shogunate
(2) Overthrow of feudalism, 1871
(3) Formation of a constitution, 1890

c. Japanese interests in Korea and on the mainland

3. The Chino-Japanese War (1894-1895) and its consequences
a. Relations between China and the West to 1894
(1) The Opium War
(2) Treaty of Tientsin, 1860
(3) Concessions and annexations—French China

b. China and Korea

c. Defeat of China and the interference of the powers
d. Foreign aggressions and the Boxer uprising

4. The Russo-Japanese War, 1904-1905

a. Conflicting interests of Russia and Japan in the East
(1) The "Cassini Convention"
(2) The question of Port Arthur

b. Japan's great victories
(1) Fall of Port Arthur
(2) Mukden
(3) Battle of Tsushima

c. Results
(1) Territorial changes—the withdrawal of Russia from Manchuria and the annexation of Corea
(2) The reform movement in China and the establishment of the republic

XXVII. THE GREAT COLONIAL POWERS, THEIR WORLD INTERESTS AND THE GREAT EUROPEAN WAR OF 1914

1. The great colonial powers and their possessions

2. Forms of control and methods of administration

a. The colony, dependency, protectorate and sphere of influence
b. Growth of federation in the British Empire

3. Problems involved

4. Influence of colonies upon internal development and the European situation

5. The Great European War of 1914 and its results

a. Causes
(1) Imperialistic tendencies
(2) Militarism

b. Countries involved and reasons for their participation
c. The struggle
d. Effects
(1) Upon Europe
(2) Upon the Near East
(3) Upon the Far East

THE ADVANCE OF DEMOCRACY

XXVIII. THE DOMESTIC PROBLEMS OF INDIVIDUAL STATES ABOUT 1870: THEIR ORIGIN AND NATURE

1. Conditions responsible for the problems

a. The industrial changes
b. The creation of new states
c. Intellectual and scientific progress

2. The problems and their importance
- *a.* Militarism and the burden of armaments
- *b.* Nationalistic strivings
- *c.* Relations of Church and State
- *d.* Free trade or protection
- *e.* Illiteracy
- *f.* Spread of socialism and appearance of socialist parties

XXIX. THE POLITICAL TRANSFORMATION OF EUROPE SINCE 1870

1. The preponderance of Germany in Europe and the maintenance of the imperial power
- *a.* The rule of Bismarck
  - (1) His European alliances and their effect upon Germany
  - (2) Bismarck and the Social Democrats
- *b.* The rule of William II
  - (1) The fall of Bismarck
  - (2) Aims and policies of William II

2. The maintenance of autocracy in Russia and the struggle for representative government
- *a.* Russian government and society in 1815
- *b.* The autocracy of Nicholas I, 1825-1855
- *c.* The emancipation of the serfs, and the Nihilist movement, 1855-1894
- *d.* Alexander III and the reaction toward absolutism, 1881-1894
  - (1) Influence and policies of Pobedonostsev
  - (2) Policy of Russification in Finland and Poland
- *e.* Nicholas II and the struggle for representative government, 1894-
  - (1) Effects of the Industrial Revolution and the war with Japan
  - (2) The Duma and its work

3. The decline of monarchism in France and the establishment of the Third Republic
- *a.* The overthrow of the Paris Commune
- *b.* The government of Thiers
- *c.* Framing the constitution—the influence of Gambetta
- *d.* The menace of Boulangism
- *e.* The Panama Canal scandals
- *f.* The Dreyfus case
- *g.* France today and its outlook for the future

4. The spread of constitutional government and the extension of the suffrage
- *a.* The establishment of the constitutional monarchy in Spain and its problems

b. Electoral reform in Austria and the Compromise of 1907
c. Extension of the suffrage in Sweden and the North
d. The suffrage question in the Latin South
e. The Turkish Revolution

5. The downfall of the monarchy in Portugal, 1910
6. The triumph of nationality in Norway, 1906
7. The breakdown of the English constitution and the Irish question
a. Extension of the suffrage under Disraeli and Gladstone
b. The Irish question and its solution
(1) The land problem
(2) The church problem
(3) The home rule problem
(4) Present situation
c. Lloyd George and the reform of parliament
8. The peace movement and the present outlook
a. The great powers and the secret of their strength
b. The Hague Conferences and the growth of arbitration
c. Types of government represented in Europe and present tendencies in government

XXX. THE SOCIAL AND INTELLECTUAL TRANSFORMATION OF EUROPE SINCE 1870

1. The movement for the separation of Church and State
a. The Kulturkampf in Germany
b. The separation of Church and State in France, 1905-1906
c. Relation of the Church to the government in Italy—Leo XIII and Pius X
d. Disestablishment in the United Kingdom
(1) In Ireland
(2) In Wales
e. Conditions in Spain and Portugal
2. The spread of socialism and the increase of social legislation
a. Schools of socialists
b. Bismarck and German socialism
c. Social legislation in England
d. Rise of syndicalism
e. The socialist parties and their influence
3. Interest in education and intellectual progress
4. The emancipation of women

UNITED STATES HISTORY SINCE 1760 AND CIVIC THEORY AND PRACTICE

(Sarah A. Dynes)

UNITED STATES HISTORY SINCE 1760

INTRODUCTION

The attention of the American people is focused today more definitely than ever before upon the vital problems of our daily social and industrial needs. There is an earnest demand for social studies of direct and immediate concern to individual communities. There is a growing tendency to arrange the courses in United States history and civics so that they will contribute to an understanding of such questions as public health, pure food, the housing problem, and the problems connected with good roads.

The history of the past is still valued, but it is valued primarily not because it explains the past but because it discloses to our view what in the past is important to us. For instance, a few ingenious devices invented in England in the eighteenth century revolutionized modern industry. This story of mechanical invention and of the results that flowed from it is full of fascination. Such history helps to explain the conditions under which we are now living. This "industrial revolution" marks a turning point or transition which distinguishes the generations that follow it from all preceding ages. It accounts for our gigantic factories filled with costly, complicated machinery, the rapid growth of our cities, our commerce, our vast fortunes, our labor parties, our trade unions; the improvement in means of communication and transportation; the necessity of plans to

better the lot of the great mass of working people. The industrial revolution has raised many new social problems. The difficulties of solving them challenge our resources to the utmost.

By contrasting concrete examples of societies in action we gain more definite impressions of the causes and consequences of organized social effort; of how human beings organize a church, a government, a labor union or a manufacturer's association; of how a business is conducted; of how a protest against unjust laws may be made, or how healthy, elevating amusements and recreation may be fostered.

Development necessarily implies change, and a progressive social world can be made intelligible to us only by noting carefully antecedent conditions and changes. In the following outline the social and industrial problems receive most emphasis because they have been unduly neglected heretofore, but other phases of history are included.

COURSE OF STUDY IN OUTLINE

I. COLONIAL AMERICA ABOUT THE MIDDLE OF THE 18TH CENTURY

A. Population of English colonies

1. Number 1,600,000
2. Ratio of Americans by birth to whole population
3. Ratio of those of English descent to whole population
4. Important towns and cities

B. Success of the English due

1. To the character of the English
   - *a.* Their home-making instinct
   - *b.* Industrious habits
   - *c.* Practice of self-denial and ability to endure the hardships incident to pioneer life
2. To the geography of the region
   - *a.* Appalachian Mountains and Atlantic Ocean served as barriers to confine them within narrow limits until they had acquired sufficient strength to expand
   - *b.* The mountains and forests also protected them from the French
   - *c.* Character of the soil necessitated perseverance and constant toil to gain a livelihood
3. To friendly relations with England for four or five generations

C. Failure of other European nations in colonizing America

1. Spain
   - *a.* Commercial policy unwise
   - *b.* Government too despotic
   - *c.* Lack of permanent settlements
2. Holland
   - *a.* Lack of encouragement to small land-owners
   - *b.* New Netherlands was of great strategic importance to England
   - *c.* Commercial policy unwise
3. France
   - *a.* Population too scattered
   - *b.* Government too arbitrary
   - *c.* No compact settlements of home-seekers
   - *d.* Mother country's paternalism a hindrance

D. Colonial industries

1. Agriculture was primitive and traditional

a. Problems presented were many and peculiar. E. g., the qualities of the native plants had to be determined by experience; European seeds had to be adapted to new soils and a new climate
b. A century and a half was spent in experimental work
c. Farm implements were rude and scarce
d. Farming processes were wasteful

2. Lumbering
   a. The forests were utilized as a source of export easily procured. E. g., one man could make 15,000 pipe staves in a year, ship them to the Canaries and sell at 20 pounds per 1000
   b. Shingles, timbers for masts, spars and buildings were produced in large quantities
   c. Much of the lumber was sent to West Indies, to Spain and to Portugal
   d. Total value of exports of lumber in the year 1770 was $775,000
3. Naval stores, such as tar, pitch, rosin, turpentine, hemp, masts, yards, bowsprits, were sent to England; value about $175,000 annually (1770)
4. Forest products such as potash and oak bark were used in manufacturing processes in England; annual output about $290,000 in 1770
5. Shipbuilding was begun early, and in the middle of the 18th century about 50 New England built vessels were sold yearly abroad. In 1775 about one-third of the tonnage under the English flag had been built in America
6. Fishing was profitable. E. g., it brought in about 255,000 pounds a year to New England in the 18th century. The leading fisheries were cod, mackerel and whale
7. Fur trade was very profitable. E. g., exports of furs and peltry from the colonies was $670,000 in 1770
8. Household industries
   a. Flourished in all the colonies north of the Potomac
   b. Many of the farms and plantations were nearly self-sufficient from an economic point of view
   c. Kinds of industries: soap and candle making, dressing leather, carpentry, blacksmithing, spinning, weaving, making of clothes and hats, and many others
9. Manufacturing of goods outside the home was not successful owing to
   a. Scarcity of labor
   b. Lack of capital
   c. Hard conditions of pioneer life

   Illustrations of crude manufactures

(1) Iron manufactures. E. g., raw iron was mined in the South and exported to England. In the North agricultural implements, household utensils, tools and hardware were made for home consumption. Various governors report furnaces, forges, slitting and rolling mills, and later, steel furnaces

(2) Other manufactures for local consumption. E. g., corn and grist mills, leather goods, such as boots, shoes, breeches, gloves, harness, saddles, furniture, wagons, brass and copper ware, tinware, bricks, tiles, pottery, cordage, twine, sailcloth, liquors, salt, and beaver hats

d. Parliamentary prohibition in 1731, 1733 and 1750 in order to protect England's manufactures

E. Colonial trade

1. Imports of iron from Spain, leather from France or Germany, cloth from England; the colonies south of the Potomac imported most of the necessities of life from England
2. Exports of pig iron to England grew slowly from 1745 to to 1771, beaver hats prior to restrictions by Parliament; lumber products were exported to West Indies, to Spain and Portugal in spite of Parliamentary acts; naval stores were exported in large quantities to England
3. Regulation of trade by bounties and duties
   a. Seven colonies offered bounties to stimulate the growth of wool and the manufacture of woolen and linen cloth
   b. Bounties were offered for the production of silks, paper, iron, firearms, by the colonial governments
   c. Tariff duties: tonnage duties or taxes on shipping, export duties on tobacco, import duties on slaves, regular tariff schedules in which wines and liquors were the important items

F. Systems of labor

1. Labor cooperation or exchanging work was common among neighbors in the northern and middle colonies because of scarcity of laborers
2. In New England artificers and mechanics might be compelled by the constable to leave their crafts and assist in the harvest fields of their neighbors. (Securing a food supply was deemed as important as military protection)
3. Unfree laborers (white)
   a. Indented servants. Those whose service was voluntary, based on a free contract for a definite term of service in payment for transportation and maintenance during

term of service (most numerous in middle colonies). E. g., newspaper extracts taken from the New Jersey Archives, first series, XXVII, show that for the single year 1770-1771, there were 77 advertisements for runaway white servants in New Jersey alone

b. Involuntary servitude. Those whose service was involuntary, composed chiefly of paupers, vagrants, disorderly persons and criminals; England's order against such traffic in convicts as early as 1671, but it was not enforced (most of these persons went to Maryland and Virginia)

c. Advantages and disadvantages of white servitude

(1) It permitted the organization of labor under intelligent direction for definite purposes

(2) It introduced element of certainty very important in large hazardous enterprises

(3) Moral influence was bad

4. African slave labor in the colonies

a. British vessels brought about 25,000 negroes a year in the early part of the 18th century; between 1713 and 1753 about 20,000 a year; in 1771 more than 200 British vessels were engaged in the traffic, bringing about 47,000 annually

b. In New England slave labor did not prove profitable

c. Quakers of Pennsylvania were opposed to slavery because of moral sentiment

d. In New York and New Jersey, from 8 to 10 per cent of the population were slaves

e. In 1760 there were 400,000 slaves in the colonies; three-fourths of the number were in the South; at that time new slaves could be procured either from the West Indies or direct from Africa

f. Slaves made possible the rapid clearing of the land and the production of new wealth; there were few scruples against owning slaves in 1760

G. General tendencies of material and social progress

1. A rapid development toward economic independence
2. A well-marked tendency toward sectional isolation
3. The extractive industries were developed first
4. Colonial conditions tended to produce strength of body and strength of character
5. Equality and liberty were the ideals of the typical American colonist
6. Both New England and the South shared in the gains from slaves

II. ENGLISH COLONIAL POLICY PRIOR TO 1763

A. Colonial resources should be used to make England powerful
   1. To build up English shipping
   2. To build up English manufactures
   3. To secure a favorable balance of trade

B. Restrictive laws and bounties
   1. Navigation acts
   2. Restrictions upon manufactures
   3. Bounties of more than $5,000,000 given to colonies

III. COLONIAL EVASION AND NON-ENFORCEMENT OF ENGLAND'S RESTRICTIONS ON TRADE

A. Non-enforcement of the laws by England's agents. England's policy seemed to be one of "salutary neglect" in this matter. E. g., there was illicit trade with the West Indies. Considerable trade went to other countries than England

B. New England and middle colonists the greatest smugglers
   E. g., in 1700 fully one-third of the trade of both Boston and New York was in violation of law

C. Intercolonial trade not really prevented

D. Actual effect of England's restrictive laws greatly exaggerated by uncritical students
   1. No European country at that time allowed foreigners to trade with its colonies
   2. England's policy was more liberal than that of other nations
   3. Colonists were inconvenienced, but illegal trade continued

E. English industrial revolution developing rapidly after 1760 led to
   1. Greater eagerness for colonial markets on the part of English manufacturers
   2. A desire on the part of English statesmen to have colonists held responsible for a portion of the war debt incurred partly in behalf of the colonists
   3. A more vigorous policy of colonial taxation by successive English ministries

IV. POLITICAL DEVELOPMENT IN THE ENGLISH COLONIES IN AMERICA PRIOR TO 1760

A. In local government
   1. In southern colonies
   2. In middle colonies
   3. In northern colonies

B. In relations with the mother country

C. In arrangements for intercolonial cooperation or united effort for a common cause

D. In training in the arts of political conflict

V. INTERCOLONIAL OR FRENCH AND INDIAN WARS
- A. European causes
- B. American causes
- C. Results
  1. In change of territory
  2. In spirit of unity among the colonists
  3. In lessons of self-reliance
  4. In relation of colonies to mother country

VI. BRITISH EMPIRE UNDER GEORGE III
- A. Area, population, wealth
- B. Condition of industry
- C. Commercial and maritime supremacy
- D. Economic and political theory of colonial system
- E. Corruption in government
- F. Character of George III

VII. AMERICAN REVOLUTION
- A. Causes
  1. Remote
     a. Nature of the English colonial system
     b. English institutions in America developed more rapidly than the same institutions in England
     c. Each country viewed the relations of the colonies to the mother country from its own standpoint, and failed to see the other view
  2. Immediate
     a. New plans for controlling the colonies (Grenville's)
     b. Attempt to enforce the trade laws
     c. Stamp act
     d. Townshend acts
     e. Boston massacre
     f. Boston tea-party
     g. The five repressive acts of 1774
- B. Comparison of the combatants
  1. As to wealth and resources
  2. Moral support
  3. Personal qualities of the leaders
  4. Efficiency of the armies and navies
- C. Leading military events from 1775 to 1781
  1. Plans of the British
     a. To subdue New England
     b. To gain control of the Hudson
     c. To begin at South and conquer northward

2. Results of the first year
3. Significance of American defeat at Long Island; the retreat up the Hudson and through the Jerseys
4. Importance of the victories at Trenton and Princeton
5. Steps leading to Burgoyne's surrender and its significance
6. Contrast the last two years of the war in the South with the two preceding years
7. Value of the campaigns in the West
8. Surrender of Cornwallis

D. Political history of the United States during the Revolution

1. Earlier and later feeling toward independence
   a. Views of prominent men
   b. Views of different sections
2. King hastens the feeling in favor of independence by
   a. Refusal to hear petition
   b. Proclaiming colonists rebels
   c. Hiring mercenary troops
3. Independence declared by Continental Congress affected
   a. Attitude of people toward war
   b. Formation of state governments
4. The articles of confederation (1781)
   a. Origin and nature
   b. Function during Revolution
   c. Difficulty in obtaining ratification
   d. Chief merits
   e. Most serious defects
5. The treaty of Paris (1783)
   a. Character of American diplomats
   b. Treachery of France disclosed
   c. Terms of final treaty
      (1) Boundaries
      (2) Fisheries
      (3) Debts
      (4) Treatment of Tories in America
6. Failure of Americans to fulfil conditions set forth in (3) and (4) and England's retaliation

VIII. CRITICAL CONDITION OF THE UNITED STATES (1783-1789)

A. Condition of industries

B. Condition of finances

C. Bitter feeling between States due to

1. Local prejudices and lack of means of communication
2. Disputes about boundaries
3. Disputes about commerce

D. Difficulties with European nations in regard to
1. Commercial treaties
2. Debts owed by Americans

E. Origin and management of our "Public Domain"

F. The Constitutional Convention
1. States represented; number of delegates
2. Character of the delegates and their fitness for the work
3. Compare the New Jersey delegates with others as to
   a. Political experience
   b. Power to debate
   c. Power to plan
   d. Willingness to compromise
4. The three compromises of the constitution

G. Difficulty in getting new constitution ratified

IX. GROWTH OF NATION UNDER NEW CONSTITUTION AND FEDERAL LEADERSHIP

A. Organization of the Government
1. Formation of Cabinet and Judiciary
2. Adoption of first ten amendments to the constitution
   a. Their purpose
   b. Effect upon people
3. Hamilton's financial measures
   a. Purposes
   b. Results
      (1) On industry
      (2) On public credit
      (3) On political parties

B. Foreign affairs
1. Difficulties with France
   a. Citizen Genet
   b. X Y Z episode
   c. Treaty
2. Difficulties with England
   a. Grievance of England
   b. Grievance of the United States
   c. Jay's treaty

C. Domestic affairs
1. Inventions
2. Whiskey rebellion and its significance
3. Alien and sedition laws
4. Virginia and Kentucky resolutions
5. Organizations of companies
   a. To build roads
   b. To build bridges
   c. To build canals

6. Great increase in westward migration
7. Indian troubles
8. Interest in educational and religious organizations
9. Political parties differed as to
   a. Policy of our foreign relations
   b. Wisdom of Hamilton's financial measures
   c. Construction of the constitution

X. NATIONAL EXPANSION UNDER THE JEFFERSONIAN REPUBLICANS (1800-1817)

A. Population in 1800

1. Distribution
   a. North of Mason and Dixon's line
   b. South of Mason and Dixon's line
   c. Movement of center of population westward
2. Racial elements
   a. Majority Americans by birth
   b. Germanic and Celtic elements in Middle States

B. Downfall of Federalists and the disputed election which made the twelfth amendment necessary

C. Jefferson's policy in regard to

1. Civil service
2. Finance
3. Navy

D. Purchase of Louisiana

1. Purpose of Jefferson in buying it
2. Purpose of Napoleon in selling it
3. Arguments in America
   a. In favor of the purchase
   b. Opposed to the purchase
4. Effects of the purchase

E. Foreign relations

1. Complications in Europe which affected the commerce and carrying trade of America
   a. Napoleon's continental policy
   b. England's retaliation
2. Measures of resistance taken by America
   a. Gunboat system
   b. Negotiations for a treaty with England
   c. Non-importation Act
   d. Embargo Act
3. Grievances of the United States against France, compared with her grievances against England
4. Nature of the "Impressment Controversy," and the "Right of Search"

5. Embargo proves unsatisfactory at home, and Non-intercourse Act is substituted for it March 4, 1809; Madison inaugurated President the same day
6. The Erskine treaty, 1809, and the Macon Bill, No. 2, passed 1810
7. New political leaders, Henry Clay and John C. Calhoun, urge President Madison to declare war against Great Britain
8. Comparison of the combatants in 1812 as to
   a. Population
   b. Financial resources
   c. National spirit
   d. Armies
   e. Navies
9. Results of the war as to
   a. Territory
   b. Expenditure of money
   c. Loss of life and property
   d. Effect on national pride
   e. Extrication from European politics
   f. Gain in national spirit
   g. Development of manufactures

F. Comparison of the United States in 1817 with its condition in 1790
1. Area and number of states
2. Population and its distribution
3. Occupations of the people
4. Wealth
5. Means of communication and travel
6. Spirit of unity

G. The history of the two political parties from 1789-1817, as to
1. Principles advocated
2. Names of conspicuous leaders
3. Presidents elected
4. Contribution to American ideas of nationality

XI. FOREIGN RELATIONS OF THE UNITED STATES FROM 1815-1848

A. Relations with Spain

B. The Monroe Doctrine
1. Origin
2. Nature of the Doctrine
3. Applications prior to 1848

C. Relations with Great Britain

XII. INTERNAL DEVELOPMENT OF THE UNITED STATES

A. New industrial conditions
1. Many inventions of labor-saving machinery

2. Steam navigation on rivers, lakes, and ocean
3. Railways built
4. Corporations increasing
5. Manufacturing greatly increased

B. Social reforms

1. New prison system
2. Increase of benevolent institutions
3. Rise of great anti-slavery agitators
4. Anti-slavery societies
5. Rise of labor movement
6. Prohibition movement

C. Intellectual advance

1. American literary works
2. American historians and writers on economics
3. Improvement of the schools
4. Increase in number of schools
5. Periodical literature and the modern newspaper
6. Famous orators—Webster, Hayne, Clay, Wendell Phillips

D. Political

1. Suffrage extended
2. Common people participate in national affairs to a greater extent than before
3. Election of Jackson a triumph of the common people as opposed to the office-holding aristocracy
4. New campaign methods introduced; the spoils system becomes prominent
5. Old political parties broken up and new ones formed
6. Struggle between advocates of state sovereignty and supporters of nationality
7. Slavery and politics
   a. Meaning of the struggle for Missouri and the Missouri Compromise
   b. Meaning of the struggle for Texas
   c. Slavery opposes the tariff
8. The tariff controversy
   a. Arguments in favor of a protective tariff
   b. Arguments against a protective tariff
   c. Sectional feeling concerning the tariff
   d. South Carolina's Nullification and its significance
9. The bank controversy
   a. Relation of the first United States bank to politics
   b. Relation of the second United States bank to politics
   c. Financial panic of 1837
      (1) Causes, remote and immediate
      (2) Effects, economic and political
   d. Establishment of the United States Treasury Department

E. Condition of the United States at the close of the Mexican War in regard to
   1. Extent of territory
   2. Internal improvements
   3. Number of states
   4. Population
   5. Inventions
   6. Sectional feeling
   7. Intellectual and social advancement
   8. Attitude toward the preservation of the Union

XIII. PRELIMINARIES OF THE CIVIL WAR, 1850-1860

A. The compromise of 1850
   1. Provisions
   2. Opposers of the compromise
   3. Supporters of the compromise
   4. Effect of the compromise

B. Kansas and Nebraska Bill
   1. Doctrine involved and its previous history
   2. Relation to compromise of 1820 and 1850

C. Contest for Kansas
   1. Elections in Kansas
   2. Conflicting constitutions

D. Dred Scott decision
   1. Statement of facts
   2. Scope of the decision
      a. Relation to Missouri compromise and Kansas question
      b. Political effects

E. Threats of secession

F. Presidential campaign of 1860
   1. Names of parties
   2. Platform of each
   3. Significance of the Republican success

XIV. SECESSION AND CIVIL WAR

A. Method of secession
   1. Convention at Montgomery
   2. Framing of Confederate constitution
   3. Choice of officers

B. Inauguration of Lincoln
   1. Inaugural address
   2. Lincoln's policy
   3. Lincoln's character and personality

C. Comparison of combatants
   1. Wealth and population

2. **Means of communication**
3. War materials
4. Enthusiasm for the war

D. Union plan for carrying on the war

1. To get military control of border states
2. To blockade southern ports
3. To get control of the Mississippi river
4. To separate the Confederacy
5. To capture Confederate capital

E. Financial regulations of the Union

1. New tariff
2. Internal taxation increased
3. Issue of paper money
4. National banking system

F. Cost of the war in human and material resources

XV. RECONSTRUCTION AND RECENT PROBLEMS

A. Plans for reconstruction

1. Lincoln's plan
2. Johnson's plan
3. The plan of Congress

B. Interpretation of the fourteenth and fifteenth amendments to the constitution

C. Carpet-bag government in the South

D. Southern whites gain supremacy in their own state governments

E. Important results of the Civil War

1. Establishment of national supremacy
2. Preservation of the Union
3. Abolition of slavery
4. Rise of new problems
   a. Economic
   b. Social
   c. Political
   d. Moral
5. New types of leaders
   a. The corporation promoter
   b. The capitalist legislator
   c. The railway magnate
   d. The socialist agitator
   e. The professional politician and the "party boss"
   f. The "land shark" or "land grabber"
   g. The "captain of industry"

XVI. THE NEW INDUSTRIAL AGE, 1860-1880

A. Material prosperity of the North and West

1. Great agricultural prosperity

a. Large demand for food products
b. Liberal land policy of the United States Government in Homestead Act
c. Abundance of free labor
d. Extensive use of new agricultural machinery and implements

2. Development of western railways

B. Transportation problems

1. Increased demand for transportation facilities by
   a. Farmers
   b. Exporters
   c. Manufacturers
   d. Miners
2. Railway construction increased
3. Railway inducements to western settlers
4. Grants of land to the railroads by the U. S. Government
5. Railway abuses
   a. Discrimination between cities
   b. Discrimination between shippers tended to develop great monopolies; e. g., the Standard Oil Company
   c. Pools
6. Granger legislation to secure lower rates and *State* control
7. Irregular methods of financing railroads

C. Manufacturing for home use, 1860-1880

1. Stimulated by the heavy duties imposed under the war tariffs which were not reduced during this period
2. Stimulated by greater demand for food, clothing, arms, etc.
3. Stimulated by the increased purchasing power of the West, which furnished a large home market
4. Stimulated by cheap raw materials
5. Increase of manufactures during the period, shown in
   a. Value of the product (a gain of 184.7 per cent during the period)
   b. Capital invested (a gain of 176.3 per cent during the period)
   c. Diversity of the product (see census reports)

D. The labor problem (1860-1880)

1. Betterment of conditions for the industrial classes emphasized
   a. Derangement of laborer's wages due to excessive issue of paper money
   b. Dependence of laborer upon the owner of capital
2. Rapid growth of manufactures, introduction of labor-saving machinery, and foreign immigration produced a new set of labor conditions
3. Employment of women and children in factories produced new problems

4. Growth of labor organizations and conflicts between labor and capital
5. Labor legislation becomes necessary

XVII. THE SPANISH WAR, 1898, AND A NEW ERA OF NATIONAL HISTORY

A. Causes of the war
   1. Remote
   2. Immediate
B. Terms of the treaty at the close of the war
C. Far-reaching results
   1. United States became a world power
      a. Interest in the old empires of the East increased
      b. Interest in foreign trade increased
      c. Influence of United States in the World's Councils increased: e. g., Peace Conference at The Hague in 1899; policy of the "Open Door" in the adjustment of affairs in China, 1900
      d. Power of United States in the West Indies
      e. Renewed interest in a Panama Canal
   2. Friendly relations between Great Britain and the United States became more evident
   3. War showed the unity of sentiment existing between the North and the South
   4. Army and Navy of the United States became more conspicuous
   5. Interest in colonizing nations increased

XVIII. INDUSTRIAL SUPREMACY OF THE UNITED STATES (1880-1916)

A. Manufacturing on a large scale
   1. In 1894 the United States had gained first rank as the leading manufacturing nation of the world
   2. Since 1894 the United States has surpassed all other nations in the production of coal, which is the basic industry of all the others and largely determines which nation can lead in manufactures
   3. In 1900 the value of manufactures was double that of farm products
   4. A marked characteristic in recent years is concentration in large establishments
      a. Advantages of large scale production
      b. Evils growing out of large scale production
   5. Growth of manufacturing industries in the South since 1880

B. Other industries
   1. United States leads all other nations in the production of coal, iron, copper, petroleum, phosphate of lime, lead, zinc, and aluminum
   2. United States stands second in the production of gold and silver
   3. In 1910 the total value of the commercial mineral production exceeded $2,000,000,000
      a. Total output of minerals far less in value than that of either agriculture or manufactures
      b. Rate of increase since 1880 has been much more rapid in minerals than in agriculture or manufactures

C. Industrial combinations
   1. Favorable conditions
      a. Standardization of machinery and methods
      b. Adequate accounting systems
      c. Perfecting of the
         (1) Telegraph
         (2) Telephone
         (3) Typewriter
      d. Construction and organization of railroads
   2. Early attempts at combination prior to 1882
   3. Large number of industrial consolidations (aggregations of capital) in last years of 19th century and first years of 20th
      a. Advantages claimed for such combinations
      b. Evils of capitalistic monopolies
   4. Federal legislation concerning such combinations, e. g.
      a. Interstate Commerce Act of 1887
      b. Sherman Anti-trust law, 1890
      c. Elkins Act, 1903
      d. Hepburn Act, 1906
      e. Taft administration measure, 1910
      f. Creation of the Federal Bureau of Corporations
      g. Clayton Act, 1913
   5. Anti-trust state legislation in 32 states and anti-trust provisions added to 17 state constitutions
   6. Lax policy of New Jersey (until 1911) and two other charter-granting states
   7. Dissolution of some of the large trusts
   8. Present attitude toward "trust regulation"

XIX. COMMERCIAL EXPANSION (1860-1916)

A. Domestic commerce still far more important than foreign trade

1. Amount of freight moved by railways
2. Amount of lake traffic
3. Routes of trade and distributing centers
4. Renewed interest in inland waterways
5. Mechanism of domestic commerce increasing: e. g., mail order business, parcel post, auto trucks

B. Foreign commerce steadily increasing

1. Efforts to secure new markets
2. Excess of exports over imports (since 1876). E. g.
   a. 1890 excess was $56,000,000
   b. 1900 excess was $520,000,000
   c. 1901 excess was $637,000,000
3. Rank of the United States as an exporting nation
   a. In 1880 it ranked fourth
   b. In 1911 it ranked second
4. Influence of European war, 1916

XX. POLITICAL DEVELOPMENT, 1860-1916

A. Strength of the central government now unquestioned

1. People have confidence in it
2. People are attached to it

B. The written constitution

1. Has been supplemented by the addition of the thirteenth, fourteenth, fifteenth, sixteenth and seventeenth amendments during this period
2. Some constitutional provisions have been ignored in practice
3. Come constitutional provisions have been supplemented by law and custom

C. Increased development of the unwritten constitution

D. Noticeable increase in number of states and in size of Congress

E. Tendency to control government in the interests of "big business." E. g., senators represent the sugar interest, oil interest, lumber interest or silver interest rather than the people's interest

F. Conspicuous progress in Civil Service reform

G. Reform work of the 20th century

1. People are awake to the evils of "trust-controlled" government and "boss-ridden" parties
2. Many states have adopted the "initiative" and "referendum" to gain control of their representatives
3. Strenuous efforts to make the government serve the community at large instead of protecting a few enormously wealthy men

4. Sentiment in favor of driving "business" out of politics steadily increasing
5. Movement in favor of purification of politics most conspicuous in city government: e. g., commission government, city manager
   a. Superiority of man over machines is asserted
   b. Mutual good-will and cooperation are preferred to material prosperity

XXI. CURRENCY AND BANKING, 1860-1916

A. Issue of "greenbacks," paper money, by the United States Government in the early stages of the Civil War (1862)
1. Reasons for such a step
2. Effects of it

B. National Banking Act of 1863
1. Purpose of the act
2. Provisions of the law
3. Services rendered to the country by the national banks
4. Criticism of the banks

C. Demonetization of silver, February 12, 1873
(Treat this topic briefly)
1. Measure introduced into Senate April 25, 1870
2. Debates on the measure for five sessions
3. Kinds of money in circulation then
4. Causes which combined to bring the measure to general notice
   a. Germany adopted gold standard 1870-1871, and sold her silver
   b. Latin Union limited the coinage of silver (1873)
   c. Holland and the Scandinavian countries demonetized silver in 1875
   d. Production of silver in newly discovered mines of Nevada. Silver fell in price due to causes given (*a*, *b*, *c*, *d*) 1876
5. Demand for the coinage of silver and cry of "The Crime of '73"
6. Resumption of specie payment
   a. Law passed in 1875
   b. Specie payment resumed in January, 1879

D. The Bland-Allison Silver Act, 1878
1. Provisions of the act
2. General effect

E. The Sherman Act, 1890
1. Purpose
2. Provisions

3. Repeal
4. Result

F. Currency Act of March 14, 1900, adopted gold standard

G. Currency bill of December, 1913, providing for Federal Reserve Banks and a more elastic currency

XXII. COMPARISON OF THE CONDITION OF THE UNITED STATES IN 1814 WITH THE UNITED STATES TODAY IN THE FOLLOWING RESPECTS

A. Area and population

B. Number of cities

C. Variety of industries

D. Means of transportation and of communication

E. Intellectual, ethical and religious progress

F. Foreign relations

1. Various interpretations and applications of the Monroe Doctrine since 1848
2. Pan-Americanism

G. Rank of the United States among other nations

H. Leading questions of the day

CIVIC THEORY AND PRACTICE

INTRODUCTION

The course in Civic Theory and Practice as here suggested for the later years of the high school is intimately related to the course in Community Civics which has been suggested for the eighth elementary grade or for the first year of the high school, and which is published as Bulletin 5 of the High School Series. Teachers will find much help by consulting this monograph.

In the teaching of civics the following aims are prominent:

A. To increase the intelligence of the pupils in regard to
   1. Government in general and our own government in particular
      a. The essence of government in cooperation, or union of effort for the common good
      b. The government helps the individual to do that which he cannot do unaided
      c. Necessity for government grows out of our dependence upon one another in satisfying our daily needs
   2. Individual benefits arising from our institutions
   3. Principles of self-government and advantages and needs of self-government as shown in over a century of experiment
   4. Cost of each institution in the efforts and sacrifices of past generations through centuries of time
   5. Organization of the community in which the pupils live
      a. How to gain a better understanding of its life
      b. How to gain a wholesome attitude toward its problems
   6. Duties of a citizen and fundamental principles upon which they rest

B. To inspire the pupils with high ideals in regard to political conduct, and to furnish stimulus toward that action which they know to be right and for which they possess adequate strength
   1. Make them realize that they are citizens now and are a part of the experience of the future whose duty it will be to organize anew and administer government

2. Make them feel the responsibility of all citizens for whatever is done in their community
3. Make them feel that any person who is unwilling to make some personal sacrifice for the community or to do faithfully and cheerfully the part assigned him is an ingrate and an enemy to advancement and progress
4. Make them see the consequences of indifference to public affairs
5. Make them realize that intelligent honesty of purpose is a guarantee of good government to a far greater extent than model constitutions and charters

C. To inculcate in pupils the habit of performing civic functions daily
1. To be obedient to government officials
2. To be orderly and industrious in school work so as to increase the efficiency of the school, which is one of the government's institutions
3. To be careful in the use of school property so as to lower the tax rate
4. To help beautify and to refrain from disfiguring the school grounds
5. To deal honestly and fairly with classmates and fellow students
6. To show a spirit of helpfulness to all in the school community

As to the methods of presenting this subject the following suggestions are important:

A. Teach the functions of government before the machinery of it, and base instruction upon the pupil's experience
B. Make all instruction as concrete as possible in order that it may be understood, digested and assimilated
C. Actual observation is better than book statements if the observation is
1. Directed intelligently
2. Performed with absolute accuracy
D. Make room for the practical topics connected with local government, because that is at present the weakest part of our government
1. Procure the city manual, reports of the various departments, copy of the charter, etc.
2. Train pupils in the intelligent use of the sources of information mentioned in (1)
E. Connect current topics with the lessons in civics and encourage pupils to keep up with the news
F. Contrast the present function of each institution
1. With the way in which it used to be performed
2. With the way in which it ought to be performed
G. Discourage indiscriminate fault-finding

COURSE OF STUDY IN OUTLINE

I. THE SERVICE RENDERED BY GOVERNMENT TO VARIOUS TYPES OF HOMES

A. Kinds of homes in the United States in 1916

1. The city home in which the father earns a comfortable livelihood for all
2. Home of the prosperous farmer who lives near good roads, railways, schools, telephones, and gets mail daily
3. Home of the city man who works long hours or does night work; e. g., bakers, policemen, train-dispatchers, railwaymen, telegraph and telephone operators, glass and steel workers in mills, and sometimes collectors of ashes and garbage
4. Home where the mother is the breadwinner; e. g., the seamstress, the laundress, the scrub-woman, the factory worker
5. Home which is a tenement workshop (a sort of industrial prison, a sweatshop)
6. Home where the children are the breadwinners
7. Home of the poor negro
8. Home of the "poor white" in the mountains

QUESTIONS

What other types of homes can you add?

How do the opportunities for a pleasant, wholesome family life in (1) and (2) compare with those in (3)?

In which of these three types of homes do the children have the greatest advantages? Enumerate the advantages.

Are there many homes of the third type in New Jersey?

Is the state government doing anything to improve the conditions of employment or shorten the hours of labor for such laborers?

What has been done in other states for such laborers?

Have these employees any organization among themselves for adjusting hours and shifts and compensation?

Do you know any families where the mother goes out of the home daily to earn part of the support of the family?

Do you know of any where she is the sole breadwinner?

Are there many such homes in New Jersey?

How do the wages that a woman receives compare with those of a man?

Does the woman earn the livelihood because the father is dead or ill, or because he is unemployed through no fault of his own?

Do the small children in such homes have the proper attention and food?
Is there any temptation to supplement hastily prepared food, or poor food, with liquor?
Is a mother ever obliged to put her children into institutions where she can seldom see them?
Do you know any mothers who gave up their children to well-to-do families to be reared as their own?
Some states have passed laws giving pensions to poor widows so that they may maintain their homes; is New Jersey one of those states?
What wages are received by day laborers in your community?
What are probably the combined earnings of the families in the homes designated in types (5) and (6)
When people are obliged to eat, work and sleep in the same room what is the effect upon their health? Do they get rest enough? Do they get enough fresh air? Is their food nourishing? Do they have educational opportunities? Do they spread disease in the community?
In some states laws are passed to protect messenger boys from being sent into vicious resorts at night. Has New Jersey such a law?
Has New Jersey any laws forbidding the labor of children under a certain age?
Has New Jersey any law forbidding home work except under certain conditions?
What kind of tenement laws has New Jersey?
What persons besides the owners are interested in the way factories are run?
Why has our government a special duty to the negro?
What kind of duty does the more enlightened part of a community owe to the backward parts?
What things tend to promote culture and refinement in family life?
What is being done to improve the condition of the "poor white"? Of the negro?
What does the government do for you?
What do your parents do for you without any help from the government?
What is a family budget?
If you managed a home what portion of the income would you spend for rent? for food? for clothing? for education? for recreation? Would you spend money for anything else?

B. Changes in the attitude of government toward family life between 1776 and 1916

1. The government interferes more frequently now than in the earlier days with the home life
2. Husband no longer the owner of his wife's jewelry, furniture, clothing, etc.; nor can he manage her lands solely in his own interests in most states

3. Compulsory attendance at school compels a man now to educate his children, the girls as well as the boys, to a limited degree
4. A man can no longer beat his wife, even moderately, without public interference; for brutal treatment, habitual drunkenness, or crime, a divorce may be granted in many states
5. Children can be taken away from parents who treat them in a cruel manner or do not provide decently for them
6. Children must support their aged parents if they are able
7. Mutual respect and cooperation between husband and wife are considered the best basis for a family life, and the power of the father is less than formerly

QUESTIONS

How many contrasts can you point out between home life in Washington's day and home life today in the United States?
What keeps a family together?
What breaks up families?
Why do we have traveling libraries at state expense?
Did people need a pure food inspector in Washington's day?
Does the way in which a man earns a livelihood affect his home life?
Can a married woman in your state make a contract?
Can she deed a piece of property?
Can she engage in business?
Do you know any married women who are physicians?
Are parents equal guardians of their children in your state? Were they in Washington's day?
Why are there so many different kinds of families now as compared with Washington's day?
Do the members of the families you know spend their evenings together?

READINGS

Kelley, Florence. Some Ethical Gains through Legislation. On wage earning children, p. 3-43; The inter-state aspects of child labor, p. 58-99; The relation of leisure to family life, p. 105-125

Burch, H. R., & Nearing, Scott. Elements of Economics. On child labor, p. 104-107; The relation of unemployment to family life, p. 109-111; The standard of living, p. 31-144

Beard, C. A. American City Government, p. 1-30. American Citizenship, chap. I-IV

Gillette, J. M. Constructive Rural Sociology, p. 20-31

II. CIVIL LIBERTY IN THEORY AND PRACTICE

A. Its history and its significance

1. The English peasant of ancient times was rightless. (Compare his position with that of the African slave in the United States before the Civil war.) E. g. He could not own property; he could not marry without the consent of the man on whose land he lived, etc.
2. The English noble was not always secure in either his property or his person. Illustrate.
3. Civil liberty is won and kept only by heroic struggles. Illustrate
4. The American theory about civil liberty
   a. Enumerate the civil rights found in the federal constitution
   b. There are certain civil rights which Congress cannot take away. Can a state abridge or deny any one of these rights?
   c. Certain civil rights are laid down in state constitutions. Enumerate those in the constitution of New Jersey

B. Significance of personal security

1. Protection of life, health and body from
   a. Burglars, criminals, the insane
   b. The diseased; dangerous machinery
   c. Speeding automobiles and explosions
   d. Fire, filth, etc.
2. New notions of personal security
   a. Security for little babies from impure milk
   b. Playgrounds for children, to protect them from the dangers of the streets
   c. Security from accidents in elevators, dangerous machinery in factories, and poorly ventilated mines and mills
3. Need for more adequate means of security

C. Significance of personal liberty

1. Right to do certain things
   a. To say what one wishes in the press, in an assembly, on the platform
   b. To worship as one pleases
   c. To petition the government to remedy certain wrongs
2. Right to proper treatment in case of arrest
3. New notions of children's rights in case of arrest (Juvenile courts)

QUESTIONS

Does the federal constitution guarantee to you freedom of speech, or does it merely prevent the federal Congress from interfering with your freedom of speech?

Does the constitution of New Jersey guarantee freedom of speech to you?

What is included under the term "due process of law"?

Does the government try to secure fresh air, pure water and milk, or space in which children may play in country districts?

Does the right of trial by jury seem of much value to you?

What are some of the disadvantages of jury trials?

What are the advantages?

How old is "trial by jury"?

What interference with freedom of speech have you noticed in your community?

Do men ever make speeches that incite others to riot or violence? Illustrate

Who decides whether the leaders in a strike are inciting to violence or merely making a legitimate use of speech?

Have you ever known a city official or a state official to suppress either freedom of speech or the press in order to prevent public disorder? Illustrate

May a person speak to a crowd of people in a park, or on the street corner, without a permit?

Is civil liberty endangered by martial law?

Does our government, either state or national, ever seize printing presses and break them up?

Do mobs interfere with civil liberty? Illustrate

Have you ever known of a public meeting being broken up by a mob?

What other illustrations can you give of intolerance that has come under your own observation?

What responsibility does freedom of speech carry with it?

Does freedom of speech give one the right to slander others?

May the slandered person bring suit for damages?

Are there any laws against printing fraudulent advertisements?

Is the right of petition more valuable to men or to women today? Give reasons for your answer.

What use can minorities make of the right of petition?

How many illustrations can you give of religious persecutions in the American colonies?

On what ground did the United States Government interfere with the Mormons of Utah?

Are there any states now that do not grant religious freedom?

Is a citizen compelled to pay taxes to support any church in your state?

Is the spirit of tolerance and fair play growing stronger, or is it

weaker than in former generations? Give reasons for your answer

How are officers prevented from keeping persons in prison without warrant?

What is the distinction between the function of a grand jury and a petit jury?

What is meant by the expression "granting bail"?

Is bail allowed in case of murder?

How may a person suffer inequality before the law?

Can a poor man employ as able lawyers as a rich one can?

Can a poor man give bail when arrested as easily as a rich one?

Can a poor man pay a heavy fine as easily as a rich one?

How are we trying to remove these inequalities?

How much time usually elapses between an arrest and a trial? Could that time be lessened?

Can fines be paid in installments?

What is meant by "paroling a prisoner"?

What is meant by an indeterminate sentence?

When a poor man is in prison does his family receive any wages for the work he is compelled to do in prison?

READINGS

Kaye, P. L. Readings in Civil Government. The rights and immunities of citizenship, p. 95-110

Bryce, James. The American Commonwealth. Vol. II, p. 353, Freedom of speech; 763-934, Religion in United States

III. SIGNIFICANCE OF PROPERTY RIGHTS

A. They underlie most other rights
   1. Private property cannot be taken from one person by the government and given to another
   2. Private property cannot be taken by the government without paying the owner a reasonable price
   3. When private property is taken "due process of law" must be followed
   4. The use of lawful property cannot be restricted so as to destroy or seriously reduce its value to the owner

B. Property rights change from age to age, e. g.
   1. Ownership of land in feudal England
   2. Property rights in slaves in the United States prior to 1865
   3. Property rights of married women

C. Changes in notions about public property, e. g.
   1. Should roads be public or private property?
   2. Should city water be public or private property?
   3. Should city gas be public or private property?
   4. Should city electricity be public or private property?

5. Railroads belong to the government in Germany
6. State and federal governments now own large tracts of land, public irrigation plants; a new policy concerning the sources of Alaska is now being discussed

D. Changes in notions as to use of private property, e. g.

We now prescribe by law how houses in cities shall be built; how factories shall be ventilated; how dairies shall be conducted in the country; how railways shall be operated

E. Rights of property in labor

1. Courts generally hold that a workingman's ability to labor is his peculiar property
2. Interference with freedom to labor as one pleases
   a. The government permits the right to form labor organizations
   b. The government permits strikers to "picket" during a strike
   c. The government by "injunction" may forbid strikers to engage in certain practices
3. General tendencies in property rights at the present time
   a. Tendency to increase the amount of property owned by the public
   b. Tendency to restrict or to prevent money-making schemes by which clever persons rob the industrious, e. g.
      (1) Laws to forbid adulteration of food
      (2) Laws to forbid sale of fraudulent mining stock to innocent persons

IV. POLITICAL LIBERTY

A. History of contest for political rights in England and in the United States

1. Right to vote very limited at first, e. g.
   a. Only property owners or tax-payers could vote
   b. Sometimes only those belonging to a particular church
2. Some famous American statesman opposed giving the vote to property-less men in 1776. Illustrate
3. Early arguments in favor of giving property-less men the right to vote
   a. The poor man needs the vote to protect himself against laws made in behalf of property owners
   b. The poor man may be as intelligent as the well-to-do
   c. Governments derive their just power from the consent of the governed
4. Contest over votes for white men without property, e. g.

a. In New York State in 1836
b. In Rhode Island in 1842
c. In England in 1867

5. Votes granted to colored men
6. Votes granted to women in some states, and the agitation in favor of woman suffrage in others is still continued

B. Present restrictions on the right to vote

1. Most states require that a voter must be a citizen
2. All states require the voter to be 21 years of age
3. Majority of states still require that voters shall be men
4. All states have a residence qualification
5. Some states have a tax-paying qualification
6. About one-third of the states have an educational test
7. Restrictions devised to exclude the negro from voting
   a. Voter must be able to give a reasonable explanation of some part of the state constitution when it is read to him
   b. Voter must own a certain amount of property
   c. Voter must either have voted before 1867 or be a descendant of a person who voted before 1867
   d. He must have been a Federal or Confederate soldier
8. Miscellaneous restrictions upon voting
   a. No idiot, insane person, pauper, may vote
   b. No bigamist, polygamist, duelist, felon, or person convicted of infamous crime can vote
   c. The untaxed Indian cannot vote
   d. A person convicted of bribery at the polls may be disfranchised for a specified time

QUESTIONS

In which states do women vote?
May a foreigner vote in any state before he becomes a citizen?
What is the distinction between a republic and a democracy?
What is the difference between civil and political liberty?

V. SERVICES RENDERED TO THE COMMUNITY BY THE CITY GOVERNMENT

A. Making the city "survey," including such points as

1. Number of families that have only a minimum income and no savings
2. Number of families that own their own homes and number that rent homes
3. Sickness and death rates by blocks and districts, taking into cleanliness and comfort

consideration also the diseases and deaths caused by industries in which the workers are employed

4. Kinds of diseases in the city and their causes
5. Sources of food supply, and costs of transportation and marketing
6. Conditions of the homes of the people as to light, air, cleanliness and comfort
7. Number and location of saloons, dance-halls and places of amusement
8. Amount and kind of crimes, and sections of the city where crime occurs
9. Number of children arrested each year and the offenses charged against them
10. Number of deaths per month or year caused by reckless driving or lack of traffic regulations
11. Amount of property owned by the city, its debts, the sources of income, and present apportionment of income for municipal work
12. Amount of overcrowding in homes and congestion of traffic in the streets, in the street cars and other means of transportation

B. Importance of such a survey to a city

1. It shows that men, women and children die by the thousands because of improper health conditions
2. It reveals some of the causes of poverty and stimulates activity to counteract them (See work of Kansas City's Public Welfare Board)
3. It emphasizes the value of light, airy, clean homes for the many, rather than show places for the few

C. Guarding the health of citizens

1. Progressive cities now control the air supply indoors by laws providing for the proper building of houses and tenements
2. Many cities have ordinances ordering the use of smoke consumers
3. Steam railroads are forbidden to coal their engines in certain parts of the more progressive cities
4. Breathing spaces are provided in the progressive cities by means of small parks scattered about within easy walking distance of each home
5. Much care is taken in the more progressive cities to provide clean streets and to remove waste of all kinds in covered wagons
6. The health department of a progressive city cooperates with the state and federal governments to protect

its citizens against injurious food stuffs; it inspects its milk and other food supplies, e. g.

a. Milk supply of New York City

b. Milk supply of Cleveland, Ohio

7. The city may supply proper market facilities and municipal ice plants
8. Public baths, swimming pools (value questionable)
9. Health of school children is guarded at public expense

D. Recreation provided by the city

1. Recreation centers with competent directors; e. g. Chicago
2. Social centers at the school buildings
3. Municipal auditoriums; e. g. Denver, Colorado
4. Games and music may be provided in public parks
5. A city could establish and conduct moving picture shows of high character, and control the private shows
6. Vacation schools at which recreation is combined with some intellectual development
7. The city may establish municipal dance halls and provide for the careful policing of private halls
8. The city may establish periodical fetes and give historical pageants, e. g. in celebrating a "safe and sane Fourth of July"

E. Police force provided by the city

1. Duties of policemen
2. Duties of policewomen
3. Proper treatment of criminals
4. New plans to help criminals to reform themselves
5. Problems involved in police work of a city
6. Juvenile courts

F. Public utilities of a city

1. Franchises granted to public utility corporations
2. Forms of franchises
3. Regulation of utilities so as to prevent

a. Stock-watering

b. Unfair charges

c. Poor service

G. Education provided by the city

1. Present tendency to train students for various trades and occupations
2. Vocational bureaus to help secure good positions when school work is finished
3. More attention given in school to study of civics as the art of helping others and ourselves through the use of government as a common agent of all
4. Open air schools

5. Vacation schools
6. Public lecture systems (free instruction to all by eminent authorities in various lines)
7. Municipal colleges in some cities; e. g.
   a. New York City
   b. Cincinnati, Ohio

H. City planning

1. Its purpose
   a. Easy transportation
   b. Airy homes
   c. Wide streets
   d. City markets
   e. A sufficient number of city parks
   f. Artistic grouping of city parks
2. City planning commission and its powers
3. The great danger in city planning is that too much attention will be given to the show places, e. g., parks and boulevards, and not enough to the back streets and alleys where most of the people live

I. Raising the money to pay the bills

1. By taxing the citizens
2. By revenues from public utilities
3. By taxing special industries, e. g., liquor and taxicab licenses
4. By fees and fines of various kinds
5. By borrowing

J. Deciding how the money shall be spent, or "budget making"

1. Estimate furnished by the heads of departments
2. Tabulation and arrangement of the several authorities; e. g., there may be a board of estimate and apportionment, or a mayor, or a finance committee
3. Hearings on the estimates, at which citizens may speak in favor of or opposed to certain proposed expenditures
4. Final vote on the estimates by the city council or commission

K. Relation of the city government to the state government

1. The city must be incorporated and given a charter by the state unless the state constitution has made other provisions
2. Small cities are controlled in some respects by the counties in which they are located
3. The majority of states have absolute control over their cities
4. Much of the bad government in cities is due to state interference
5. Recent tendency is toward "Home Rule" for the cities
   a. E. g., Ohio, Missouri, Oregon, California
   b. Non-partisan city elections

6. Regulation of factories, tenements and theaters located in cities is usually by the state legislature

L. Different kinds of city government

1. Older form has a mayor and city council, and a few cities still have two chamber councils
2. Mayor plan of city government very popular in large cities, such as New York, Boston, Chicago
3. Recent changes in city government
   a. Commission government for cities first tried in Galveston, Tex., in 1900. Scores of cities have introduced it in recent years; e. g., Trenton, N. J., Jersey City, N. J.
   b. City manager plan, a modified form of commission government, first tried in Sumter, S. C., in 1912; other examples of it in Dayton, O., Springfield, O., Phoenix, Ariz.
   c. Direct democracy in cities due to devices such as the "Initiative," the "Referendum," the "Recall"
   NOTE. Nearly all commission governed cities use these devices, and many other cities have introduced them

M. Present municipal problems

1. How to lessen the influence of national party politics in city affairs so as to avoid "boss rule"
2. How to control the public utilities
3. How to prevent state interference by special legislation
4. How to secure better organization of city government
5. How to secure "Municipal Home Rule"
6. How to secure greater publicity in regard to city records, and clearer reports
7. How to secure appointments by the merit system
8. How to increase civic pride
   a. In a clean city
   b. In a healthful city
   c. In a beautiful city
   d. In good schools
   e. In the best police department
   f. In the best fire department
   g. In public spirited officials

N. Methods of improving government through public opinion

1. The school as a moulder of public opinion
   a. It can make a "survey" of the immediate neighborhood and show what conditions need to be remedied
   b. Classes in civics can interest the whole community in municipal matters; e. g.
      (1) Which streets are clean?

(2) Which streets are neglected?
(3) Who is responsible for broken pavements, or for the defective street light, or the impure water, or the milk below standard?

2. Citizen associations which help to educate the public
3. Budget exhibits
4. Magazines and newspapers can advocate reforms
5. Clubs can investigate and report on certain conditions
6. Libraries can furnish material that explains how other cities abolished the smoke nuisance, suppressed crime, lessened poverty or prevented the waste of money, etc.
7. Interested, intelligent citizens who are responsible individuals, by their conversation and example wield a powerful influence

VI. SERVICES RENDERED BY THE STATE GOVERNMENT

A. Determining the qualifications of a voter subject to rules laid down in the United States constitution

B. Granting marriage licenses and divorces; probating wills, registering births and deaths

C. Determining what acts are criminal; what punishments may be inflicted, e. g.

1. It may establish special reformatories for youths convicted of crime
2. It may impose an indeterminate sentence
3. It may find useful employment for the prisoner
4. It may pay wages to the family of the prisoner

D. Education largely determined by state laws in both cities and rural districts

1. The state may provide for only a meager amount of elementary instruction for only a few weeks in the year
2. Some states establish an extensive and costly system beginning at the bottom and ending with the state normal school, the university and the teachers' college
3. A state may even prescribe what textbooks shall be used or it may permit local boards to decide
4. Some states also undertake university extension work and send out traveling libraries, e. g., Wisconsin, through the State University will teach a farmer how to "pull a stump," or a village how to increase its beauty, or a manufacturer how to guard his dangerous machinery; or it will send a lecturer to direct the reading of a community along literary, historic or scientific lines

E. Guarding the health of its citizens

1. Prevention of disease
   - *a.* Laws which prevent the sale of unwholesome food stuffs
   - *b.* Officers whose duty it is to inspect unsanitary arrangements
   - *c.* Most progressive states have laws to prevent the pollution of streams from which water supplies are taken
   - *d.* Laws to provide a certain amount of light and air in both tenements and factories
2. Cure of disease; e. g., sanatoriums for tubercular patients
3. Care of the defective or unfortunate; e. g., asylums for the insane, the deaf, dumb, blind, and other defectives; school for the feeble-minded at Vineland, N. J.

F. Searching for the causes and the means of preventing poverty

1. State institutions for dependent soldiers are established
2. Orphan asylums
3. Specific causes of poverty
   - *a.* Unemployment due to seasonal trades, business failures, fires, etc.
   - *b.* Sickness and accidents
   - *c.* Desertion of his family by the father
   - *d.* Insufficient wages
4. State laws which aim to prevent poverty
   - *a.* Workman's compensation laws
   - *b.* Mothers' pensions
   - *c.* Minimum wage laws
   - *d.* State employment bureaus

G. The state government and trade unions

1. The state decides what methods the unions may use to force employers to pay better wages or allow shorter hours; e. g.
   - *a.* May they "picket"?
   - *b.* May they "boycott"?
2. The state decides under what circumstances the troops shall be called out to interfere
3. Some states have industrial commissions

H. State regulation of business

1. Corporation laws
2. Railway commissions

I. State road building

1. How the state helps
2. What state aid is needed

J. Procuring state revenue

1. General property tax
2. Difficulty of taxing personal property

3. Income tax
4. Inheritance tax
5. Tax on corporations

VII. SERVICES RENDERED BY THE FEDERAL GOVERNMENT

A. For the consumer
   1. Work of the Interstate Commerce Commission helps to reduce freight rates
   2. Pure food and drug act

B. For the manufacturer
   1. The tariff commission
   2. The consular reports
   3. Reciprocity treaties
   4. The small manufacturer is protected by the federal government from unfair combinations that aim to undersell and defeat him in business

C. Federal laws regulate "trusts"; e. g., The Sherman act of 1890

D. For the farmer
   1. Homestead Act of former years
   2. Irrigation works at the present time
   3. Agricultural colleges
   4. Bulletins distributed from department of agriculture
   5. Agricultural experiment stations

E. For the industrial worker
   1. Railway employees engaged in interstate commerce may secure compensation for injuries received, under a federal law
   2. Hours of trainmen and telegraphers engaged in interstate trade are limited by federal law
   3. The department of labor, established in 1913, is authorized to study all kinds of proposals to improve the lot of the working people and to publish reports for the use of the public
   4. By the power to regulate commerce and its control of immigration the federal government can protect the laborer, to a certain degree, from competition with cheap foreign labor
   5. The federal government employs labor on a large scale and may become a model employer as to hours, wages, and conditions under which the work is done

F. The federal government in certain kinds of business
   1. The post-office
      a. Transmits money as well as letters and papers
      b. Rural free delivery to farmers
      c. Free delivery of mail in towns of 10,000 inhabitants or over

d. Has been engaged in the banking business since January, 1911

e. It now has a system for carrying parcels (since January, 1913)

2. The federal government owns over 700,000,000 acres of land valued for its timber, coal, iron and other mineral deposits. (Policy concerning these possessions not yet decided upon. A complete survey of natural resources is being made)
3. The federal government is constantly engaged in river and harbor improvements
4. The federal government has built national highways; e. g., Cumberland Road. It has built rural delivery routes
5. Panama Canal by far the largest business project ever undertaken by the federal government

G. The federal government in its relation to new markets and the enlargement of foreign trade

1. By means of reciprocity agreements or treaties
2. By circulating printed consular reports among manufacturers. (The consular service is now a powerful factor in the extension of foreign trade)
3. By demanding for American merchants, traders and financiers the same privileges in the Orient as are accorded to citizens of other nations
4. The department of commerce has greater possibilities for extending foreign trade than any other department of the federal government

H. Federal health work

1. Inspection of incoming ships to prevent the spread of contagious diseases
2. Exclusion of immigrants infected with dangerous diseases
3. Passage and enforcement of the pure food and drug act
4. Work of the Public Health and Marine Hospital Service of past years; e. g.
   a. With the Asiatic cholera in the Gulf states in 1905
   b. With Bubonic plague in San Francisco in 1907
5. Present bureau of Public Health Service as reorganized in 1912
   a. Studies the spread of diseases
   b. Studies the pollution of streams and lakes
6. Tendency at present is to create a national department of health with a chief having a seat in the cabinet
7. Sanitation in the Canal Zone and in our insular possessions

I. National defense provided by federal government

1. Standing army composed entirely of volunteers

2. State militia of each state may be called into the service of the United States by the President
3. Reserve militia of each state may be called into military service by the United States
4. Navy has been increased greatly since the Spanish-American War in 1898
5. Congress declares war and the President of the United States is Commander in Chief of the military forces in times of peace as well as in war
6. Enormous cost of preparations for war
7. Enormous amount of money spent in pensions to former soldiers

J. Peace movement

1. Many leading statesmen are opposed to war
2. Millions of workingmen are opposed to war
3. Results of the peace conference at the Hague
4. The general tendency of public opinion is toward the set-settlement of disputes by arbitration

K. Foreign affairs

1. President's influence in international affairs
2. Influence of the Senate

L. Monetary system of the United States

1. History of the ratio between gold and silver coins prior to 1900
2. History of the famous fight over "free silver"
3. History of paper money in the United States and the various kinds of paper money in circulation now
4. Problem of national banking
5. New banking law (December, 1912)
   a. Aims of this law
      (1) To secure federal governmental control
      (2) To give local banks a fair share in the management of the system
      (3) To distribute the money power over a wide area
      (4) To provide for the issue of notes to meet business demands
   b. Chief provisions of the law in regard to new machinery
      (1) Federal reserve board consisting of: Secretary of the Treasury, Comptroller of the Currency, five persons appointed by the President and Senate of the United States
      (2) Number of districts, not more than twelve nor less than eight
      (3) Location of the federal reserve banks and the character of control over it

(4) Which banks may become "member banks"?

c. Power of federal reserve board to issue notes

(1) Redeemable in gold

(2) Lawful money of the United States

M. Raising revenue for the federal government

1. Power of Congress to tax
2. Power granted by the amendment to the United States Constitution to lay an income tax
3. Chief sources of federal revenues
   - *a.* Customs duties on imports
   - *b.* Excise taxes on whiskey and tobacco (internal revenue)
   - *c.* Sales of public lands
   - *d.* Post-office receipts
   - *e.* Taxes on the incomes of corporations
   - *f.* Taxes on the incomes of private persons (Exemptions: unmarried persons with incomes under $3,000 per annum are exempt. For a married couple the exemption is $4,000)

     NOTE. The total receipts now amount to nearly a billion dollars annually

N. Making the budget

1. Power to appropriate money is given to Congress
2. Claims of various members; e. g.
   - *a.* For post-office buildings
   - *b.* For naval stations
   - *c.* For river and harbor improvements
3. Money wasted in "log-rolling"
4. Recent tendency to check "log-rolling"

O. Power of federal government over territories

1. It governs directly the District of Columbia by means of three commissioners appointed by the President and the Senate, and by laws made in Congress
2. Porto Rico and the Philippines are each governed by a governor appointed by the President and Senate, and by a Legislature consisting of two houses, one of which has members elected by the voters; the members of the other house are appointed by the President and Senate of the United States
3. Alaska in 1913 was given a Legislature of two houses, both of which are elected by popular vote
4. Hawaiian Islands have a governor appointed by the President and the Senate of the United States and a Legislature of two houses elected by popular vote
5. All other territories are governed directly, without any Legislature, through men appointed at Washington, D. C.

VIII. MACHINERY OF GOVERNMENT

A. Principal kinds of government
   1. National government
   2. State government
   3. Local government

B. Federal character of the government
   1. The central government makes laws that concern more than one state at the same time
   2. Each state government makes laws on matters which concern only the people within that particular state

C. Threefold separation of the powers of government
   1. Executive
   2. Legislative
   3. Judicial

D. The separation of powers considered vital
   1. Lessens the dangers of tyranny by the majority
   2. Helps to prevent dangers due to haste in legislation
   3. Influences party politics
      a. By dividing the responsibility
      b. By encouraging the growth of strong political parties
   4. Helps to make the executive a lawmaker in actual practice
   5. Cities, as a rule, however, have given the lawmaking and the law-enforcing powers to the same body of men in recent years

E. General resemblances between state constitutions and the national constitution
   1. Threefold division of governmental powers
   2. Two houses in the Legislature
   3. Modes of legislation
   4. Oath of office to support the Constitution of the United States
   5. Process of making amendments

IX. INTERPRETATION AND MODIFICATION OF THE CONSTITUTION OF THE UNITED STATES WHEN IN ACTUAL OPERATION

E. g. In the organization of the government under Washington; in the formation of political parties; in the addition of new amendments; in discussions concerning the "United States Bank, naturalization, nullification, secession, reconstruction, internal improvements, interstate commerce and income taxes"

X. UNWRITTEN CONSTITUTION OF THE UNITED STATES GOVERNMENT

E. g. Methods of nominating candidates for President and for Vice-president; committee system in Congress; senatorial courtesy; methods of collecting internal revenue; presidential succession; Monroe Doctrine

XI. POLITICAL PARTIES AND THE GOVERNMENT

A. Party organization and methods

1. Importance of the primary
2. Party platforms
3. Management of campaigns

B. Plans to secure an honest ballot and a fair count in elections

1. Registration of voters
2. Secret ballot in primaries and elections
3. Principles of the Australian ballot
4. Party column and Massachusetts ballot
5. Non-partisan ballots
6. Maintenance of good order at election places
7. Parties watch each other at the polls
8. Hours for opening and closing the polls an item of importance
9. Use of money in primaries and elections
10. Source of money used in campaigns
11. Laws controlling use of money in elections
12. Publicity in primaries and elections; the Oregon plan

ECONOMICS

(Byron C. Matthews, Ph. D., Daniel C. Knowlton, Ph. D., and Samuel B. Howe, M. A.)

INTRODUCTION

General considerations. The first two parts of the following outline are suggested as the first half year's work, and the third and fourth parts will furnish ample material for the second half of the course.

Method and bibliography. The teacher will seize upon the most salient facts connected with each topic in the outline and develop a knowledge of these from the text in hand; or if no text is used, the material can be reported upon by individual members of the class, definite assignments being made by the teacher. This work may be supplemented by short lectures, the information previously acquired being gathered together and rounded out.

The following books will be found especially helpful in connection with the work of Part I.

Thurston, H. W. Economics and Industrial History for Secondary Schools. Scott, N. Y.

Day, Clive. General History of Commerce. Longmans, N. Y.

Cheyney, E. P. Introduction to the Social and Industrial History of England. Macmillan, N. Y.

Gibbins, H. de B. History of Commerce in Europe. Macmillan, N. Y.

Bogart, E. L. Economic History of the United States. Longmans, N. Y.

Moore, J. R. H. Industrial History of the American people. Macmillan, N. Y.

Coman, Katharine. Industrial History of the United States. Macmillan, N. Y.

Cunningham, W. Essays on Western Civilization in its Economic Aspects. 2 vols. Putnam, N. Y.

For Parts II and III any standard text in economics will give a great deal more theory than is required for this course. Here the teacher will do well to select such portions of the text as develop the outline, and omit sedulously all other material.

As to Part IV, the teacher *must* definitely organize his material before commencing this part of the work. While a knowledge of the eleven topics suggested is preferred, no objection is raised to the elimination or combination of the less important topics for the purpose of substituting others which appeal more strongly to the teacher. There are few texts taking up the work in this manner, and dependence must be put largely upon the local libraries for assistance. The monthly and weekly journals, and even the daily newspapers will be useful in providing the sort of material needed. Reports of Bureaus of Municipal Research and of Charities and Correction, Congressional debates, and public addresses of prominent men can be used. A further outlining of each topic by the teacher according to his preferences and according to the material on hand is of course essential. After the material is collected and fairly well assimilated class discussions will arouse interest and create a better understanding of the problem.

Let it be understood that a part of the work of the class in this half of the course is to provide material. Note-books are therefore necessary. These should be preferably of the loose-leaf type. Outline maps, cross-ruled paper for statistical charts and graphical tables, and such periodicals as the *Independent, Outlook, Review of Reviews, Literary Digest, Saturday Evening Post* and *Survey* should be provided in the classroom. Assignments of various phases of each problem may be made to different individuals, and upon their reports in class, notes can be taken while the content of the report is being discussed by instructor and class. Much use should be made of the blackboard for outlines, and for the writing of summaries by the class.

For Part IV the following books furnish several chapters dealing with these problems.

Ellwood. C. A. Social Problem. Macmillan, N. Y.
Small, A. W. General Sociology. University of Chicago
Hamilton, W. H. comp. Current Economic Problems. University of Chicago

COURSE OF STUDY IN OUTLINE

INTRODUCTION

I. HUMAN NEEDS
- 1. Food
- 2. Clothing
- 3. Shelter
- 4. Classification—necessary and unnecessary

II. EFFORTS TO SATISFY THESE NEEDS IN THE
- 1. Hunting and fishing stage
- 2. Pastoral stage
- 3. Agricultural stage
- 4. Manufacturing and commercial stage
- 5. Industrial stage

III. MAN FINDS HIMSELF DEPENDENT
- 1. On nature's provisions
- 2. On his own exertions
  - *a.* To secure satisfaction of his wants as provided by nature in usable form
  - *b.* To produce usable things from the material provided by nature

PART I

ORIGIN OF THE SCIENCE OF ECONOMICS AND OF ECONMIC PROBLEMS

I. ECONOMIC CONDITIONS BEFORE THE INDUSTRIAL REVOLUTION
- 1. Preliminary considerations
  - *a.* Nature and scope of the subject
  - *b.* Definitions
- 2. Family period of industry
- 3. Guild period of industry
  - *a.* Nature and kinds of guilds
  - *b.* Effects of guilds
- 4. The mercantile policy: its development and applications

II. THE INDUSTRIAL REVOLUTION AND ITS EFFECTS

1. **Phases of the industrial revolution**
   - *a.* The industrial revolution
   - *b.* The commercial revolution
   - *c.* The financial revolution
   - *d.* The capitalistic system
2. **Development of the science of economics**

NOTE. In this part of the course it is not the intention to treat industrial history, but rather to show the relation of economics to the industrial revolution, as an outgrowth thereof. It is recommended that this part of the work be completed in a very few lessons.

PART II

PRODUCTION: ITS FACTORS, METHODS AND RESULTS

I. PRODUCTION OF USEFUL THINGS—adding form utility to material

1. **Factors in production**
   - *a.* Original factors
     - (1) Natural resources, providing material, forces, standing room
     - (2) Labor on the part of man
   - *b.* Secondary or produced factor: capital
   - *c.* Definitions, relative importance, and function of each
2. **Labor's methods in producing useful things, in the**
   - *a.* Extractive industries
     - (1) Farming
     - (2) Mining
     - (3) Lumbering, etc.
   - *b.* Manufacturing industries
     - (1) Hand processes
     - (2) Factory system
     - (3) Large scale production
3. **Labor's methods in making useful things more useful**
   - *a.* By carrying goods from the places where they are less wanted to places where they are more wanted—adding place utility
     - (1) Railroads
     - (2) Ships
     - (3) Trucking
   - *b.* By change of ownership—adding ownership utility

(1) Trade
(2) Commerce

c. By holding goods for greater demand—adding time utility
(1) Cold storage
(2) Canneries, etc.

II. UTILITY, VALUE, WEALTH

1. Theory

a. Definitions of each
b. Relations to one another

2. Practice

a. Industrial world concerned with utility, by producing
(1) Form utility
(2) Place utility
(3) Time utility

b. Commercial world
(1) Produces ownership utility, and
(2) Is concerned chiefly with value

III. BUSINESS ORGANIZATION FOR THE OWNERSHIP, CONTROL AND MANAGEMENT OF THE PRODUCING AND CARRYING INDUSTRIES

I. Forms

a. The individual: manager and owner
b. Partnership business
(1) Characteristics
(2) Role it has played
(3) Displacement by

c. Corporations
(1) Characteristics
(2) Laws governing them
(3) Advantages and disadvantages
(4) Possibilities leading to

d. Combinations (trusts)
(1) Origin in the waste of competition
(2) Economies
(3) Advantages
(*a*) To owners
(*b*) To society
(4) Powers leading to

e. Monopolies
(1) Classification
(2) Basis in special privileges
(3) Evils of
(4) Responsibility for their existence
(5) Suggestions for their destruction

2. Government's relation to business
   - *a.* As a business manager
   - *b.* As partner in business
     - (1) In making laws governing it
     - (2) In determining nature of contracts
     - (3) Taxation
     - (4) Providing medium of exchange
     - (5) Weights and measures
     - (6) Control through commissions

IV. EXCHANGE (TRADE)

1. Theory of
   - *a.* Relation of exchange to production
   - *b.* Advantages of exchange
   - *c.* Value as the basis of exchange
   - *d.* Definition of exchange; value
   - *e.* Distinction between normal and market value
   - *f.* Forces which determine each
2. Money the medium of exchange
   - *a.* Historical origin in barter
   - *b.* Functions
   - *c.* Definitions
   - *d.* Value, fluctuations of
   - *e.* Relation to general prices and cost of living
   - *f.* Substitutes for money

PART III

DISTRIBUTION AND ITS PROBLEMS

I. THE KINDS OF DISTRIBUTION

1. First distribution among the industrial group of society—landlords, capitalists and workers
   - *a.* Rent gives landlords their part
   - *b.* Interest gives capitalists their part
   - *c.* Wages or salaries determine worker's portion
   - *d.* Profits shared by landlords and capitalists
2. Second distribution among the non-industrial group of society, who perform some service not a part of industrial life and receive compensation, such as professional classes, public officials, household servants, etc.

II. AGENCIES OF DISTRIBUTION FOR THE INDUSTRIAL GROUP
1. Rent
   a. Definition
   b. Origin in growth of communities
   c. A gift to landlords
   d. Institution of private ownership
2. Interest
   a. Definition
   b. As a payment to owners of tools of production—capitalists
   c. Failure to consider character or origin of this ownership
3. Wages or salaries
   a. Definition
   b. As a result of a bargain between workers and owners of land or tools
4. Profits
   a. Definition
   b. Source
      (1) Under competition
      (2) Under monopoly
      (3) Other sources
   c. Relation to other shares

III. DISTRIBUTION FOR THE NON-INDUSTRIAL GROUP
1. Agency—compensation for service not industrial
2. Relation of second distribution to first
3. First distribution determines first ownership of all wealth

IV. RESULTS OF ALL THESE AGENCIES
1. Estimates of the concentration of wealth
2. Estimates of poverty
3. Effects upon the character and life of the people, their laws, government, morals

PART IV

MODERN ECONOMIC PROBLEMS

I. PROBLEMS INVOLVED IN SUGGESTED REMEDIES FOR INDUSTRIAL WRONGS
1. Labor organization
2. Political reforms
3. Public regulation
4. Cooperation and profit sharing

5. Single tax
   - *a.* Definitions and explanations
   - *b.* Aims and purposes
   - *c.* Methods
   - *d.* Results hoped for
6. Socialism
   - *a.* Definition and exposition
   - *b.* History of the movement
     - (1) In Europe
     - (2) In America
   - *c.* Primarily economic in character
   - *d.* Secondarily a political movement
   - *e.* Relation of the two movements
   - *f.* Results aimed at
     - (1) Industrial and economic
     - (2) Civic and political
     - (3) Intellectual and moral

II. PROBLEM OF OWNERSHIP
1. Origin of ownership
2. Nature and purpose of ownership
3. Responsibility of ownership
4. Changing conception of ownership

III. PROBLEM OF LABOR AND ITS WAGE
1. Origin
2. Conditions
   - *a.* Woman and child labor
   - *b.* Immigration
   - *c.* Illiteracy
   - *d.* Unemployment
   - *e.* Hours of labor
3. Remedies
   - *a.* Organization
   - *b.* Legislation
   - *c.* Revolutionary: strikes; sabotage
   - *d.* Profit-sharing, copartnership, etc.

IV. TRANSPORTATION PROBLEM
1. Origin and importance
2. Problem of the railroad
   - *a.* Nature of railroad business and character of service
   - *b.* Railroad discrimination as to
     - (1) Persons

(2) Commodities
(3) Places
c. Government ownership versus government regulation

3. Question of the merchant marine
a. History of shipping in the United States
b. The Panama Canal and the future

4. Inland waterways and their development

V. PROBLEM OF TAXATION

1. Forms of taxation: advantages and disadvantages of each
a. Property taxes: land, income, inheritance
b. Poll taxes
c. Customs and excises
d. Franchise taxes

2. Machinery of taxation

3. Proposed reforms
a. Equalization of taxation
b. Single tax

VI. PROBLEM OF INTERNATIONAL TRADE AND THE TARIFF

1. Machinery of international trade

2. Restrictions on international trade
a. Social
b. Legal
Tariffs
(*a*) History of tariff in the United States
(*b*) Forms of tariff restriction
(*c*) Advantages and disadvantages of the protective system

ADDITIONAL AND OPTIONAL PROBLEMS

VII. MONEY PROBLEM

1. Nature and origin

2. Kinds of money: advantages and disadvantages

3. Relation of the government to money; historic instances
a. Continental currency
b. Assignats and mandats
c. Jackson's war on the bank
d. Greenbacks
e. Campaign of 1896
f. Currency act of 1913

VIII. IMMIGRATION PROBLEM

1. Conditions determining immigration

2. Evils
   a. Effects on the standard of living
   b. Illiteracy
   c. Padrone system
   d. Asiatic immigration
3. Remedies
   a. Assimilation
   b. Legislation

IX. PROBLEM OF THE STANDARD OF LIVING

1. Variation in the cost of urban and rural living
   a. In respect to rent, food, clothing, etc.
   b. In respect to geographical location
2. Elements in the standard of living
3. Study of the cost of living: rent, food, etc., in your own locality
4. Solution of the problem

X. PROBLEM OF POVERTY: DISTINCTION BETWEEN POVERTY AND PAUPERISM

1. Conditions responsible for poverty
   a. Inebriety
   b. Incapacity
   c. Low wages
2. Relation of the government to the problem
   a. Legislation
   b. Social service work

XI. PROBLEM OF MENTAL AND PHYSICAL INEFFICIENCY AND OF CRIME

1. Conditions responsible for this problem
   a. Heredity
   b. Environment
   c. Disease
2. Relation of the government to the problem
   a. In the matter of defectives
   b. In the matter of delinquents
3. Forms
   a. Insanity
   b. Idiocy
   c. Delinquency
4. Remedies
   a. Eugenics
   b. Legislation
   c. Education

BIBLIOGRAPHIES

SOME SUGGESTIVE AND HELPFUL BOOKS

Allen, J. W. Place of History in Education. Appleton, N. Y.

*Andrews, C. M., Gambrill, J. M. & Tall, L. L. Bibliography of History for Schools and Libraries. Longmans, N. Y.

Bourne, H. E. Teaching of History and Civics in Elementary and Secondary School. Longmans, N. Y.

Channing, E., Hart, A. B. & Turner, F. J. Guide to the Study and Reading of American History. Ginn, N. Y.

Fling, F. M. Outline of Historical Method. Ainsworth, N. Y.

George, H. B. Relations of Geography and History. Oxford University Press

*Hartwell, E. C. Teaching of History. Houghton, Boston

Hill, Mabel. Teaching of Civics. Houghton, Boston

Hinsdale, B. A. How to Study and Teach History. Appleton, N. Y.

Haynes, John. Economics in the Secondary School. Houghton, Boston

*Jäger, Oskar. Teaching of History. McClurg, N. Y.

*Johnson, Henry. Teaching of History. Teachers College, Columbia University

*Keatinge, M. W. Studies in the Teaching of History. Macmillan, N. Y.

Langlois, C. V. & Seignobos, Charles. Introduction to the Study of History. Holt, N. Y.

Mace, W. H. Method in History. Ginn, N. Y.

McMurry, C. A. Special Method in History. Macmillan, N. Y.

*N. E. History Teachers' Association. History Syllabus for Secondary Schools. Heath, Boston

U. S. Bureau of Education. List of Books suited to a High School Library. Bulletin 536 (1913, No. 35)

*U. S. Bureau of Education. Teaching of Community Civics. Bulletin 650 (1915, No. 23)

Wayland, J. W. How to Teach American History. Macmillan, N. Y.

American Historical Association. Reports of Committees. Macmillan, N. Y.

Study of History in Schools. Report of Committee of Seven

Study of History in Secondary Schools. Report of Committee of Five

American Historical Review (quarterly). Macmillan, N. Y.

*History Teacher's Magazine. McKinley Publishing Co., Philadelphia

Statesman's Year-book. Macmillan, N. Y.

* Books starred are the most helpful when all cannot be purchased.

A HUNDRED DOLLAR LIBRARY

The following list for a working high school library is suggested. The approximate cost would be about one hundred dollars. In arranging such a list much excellent material has necessarily been omitted. No textbooks are named. Many good textbooks are now published and sample copies may be obtained at reduced prices from all publishers.

ANCIENT HISTORY

SOURCES

Botsford, G. W. & L. S. Source-book of Ancient History. Macmillan, N. Y. $1.30

Davis, W. S. Readings in Ancient History. 1. Greece and the East. 2. Rome and the West. Allyn & Bacon, N. Y. $1 each

Fling, F. M. Greek and Roman Civilization. Ainsworth, Chicago. 10 parts, 5 cents each net

Illustrated Topics in Ancient History. McKinley Publishing Co. Philadelphia. 2 cents each

Munro, D. C. Source-book of Roman History. Heath, N. Y. $1

Webster, Hutton. Readings in Ancient History. Heath, N. Y. $1

LITERATURE

Wright, J. H. Masterpieces of Greek Literature. Houghton, Boston. $1 each

CIVILIZATION

Bury, J. B. History of Greece. Macmillan, N. Y. $1.90

Davis, W. S. A Day in Old Athens. Allyn, N. Y. $1.25

Gibbs, W. J. R. Exercises and Problems in English History. Putnam, N. Y. 80 cents

How, W. W. & Leigh, H. D. History of Rome to the Death of Caesar. Longmans, N. Y. $2

Maspero, G. C. C. Life in Ancient Egypt and Assyria. Appleton, N. Y. $1.50

Seignobos, C. History of Ancient Civilization. Scribner, N. Y. $1.25

Tucker, T. G. Life in Ancient Athens. Macmillan, N. Y. $1.50

Tucker, T. G. Life in the Roman World of Nero and St. Paul. Macmillan, N. Y. $2.50

MEDIEVAL AND MODERN HISTORY

SOURCES

Cheyney, E. P. Readings in English History. Ginn, N. Y. $1.80

Duncalf, Frederick, & Krey, A. C. Source Problems in Medieval History. Harper, N. Y. $1.10

Fling, F. M. Source Studies on the French Revolution. Harper, N. Y. $1.10

Kendall, E. K. Source-book of English History. Macmillan, N. Y. 80 cents

Ogg, F. A. Source-book of Medieval History. American Book Co. N. Y. $1.50

Robinson, J. H. Readings in European History. Ginn, N. Y. $1.50

Robinson, J. H. & Beard, C. A. Readings in Modern European History. Ginn, N. Y. Vol. 1, $1.40 net; Vol. 2, $1.50 net

University of Pennsylvania. Translations and Reprints. Medieval and Modern Historical Subjects. Longmans, N. Y. 10-25 cents each

White, A. B. & Notestein, Wallace. Source Problems in English History. Harper, N. Y. $1.30

MEDIEVAL

Adams, G. B. Civilization During the Middle Ages. Scribner, N. Y. $2.50

Archer, T. A. The Crusades. Putnam, N. Y. $1.50

Hodgkins, Thomas. Life of Charlemagne (Charles the Great). Macmillan, N. Y. 75 cents

Hollings, M. A. Europe in Renaissance and Reformation. Macmillan, N. Y. 90 cents

Seebohm, Frederic. Era of the Protestant Revolution. Longmans, N. Y. $1

Seignobos, Charles. History of Medieval and of Modern Civilization. Scribner, N. Y. $1.25

Symonds, J. A. Short History of the Renaissance in Italy. Holt, N. Y. $1.75

Tappan, E. M. When Knights Were Bold. Houghton, Boston. $2

Tout, T. F. The Empire and the Papacy. Macmillan, N. Y. $1.75

MODERN

Gooch, G. P. History of Our Time 1885-1911. Holt, N. Y. 50 cents

Hazen, C. D. Europe since 1815. Holt, N. Y. $3

Johnston, R. M. French Revolution. Holt. N. Y. $1.25; Barnes, N. Y. $1

Johnston, R. M. Napoleon. Holt, N. Y. $1.25

Lowell, E. J. Eve of the French Revolution. Houghton, Boston. $2

Mathews, Shailer. French Revolution. Longmans, N. Y. $1.25

Reinsch, P. S. World Politics. Macmillan, N. Y. $1.25
Robinson, J. H. & Beard, C. A. Development of Modern Europe. Ginn, N. Y. Vol. 1, $1.50; Vol. 2, $1.60
Rose, J. H. Revolutionary and Napoleonic Era, 1789-1815. Putnam, N. Y. $1.10
Seignobos, Charles. History of Contemporary Civilization. Scribner, N. Y. $1.25

ENGLISH HISTORY

Cheyney, E. P. Introduction to the Industrial and Social History of England. Macmillan, N. Y. $1.40
Cross, A. L. History of England. Macmillan, N. Y. $2.50
Green, J. R. Short History of the English People. American Book Co. N. Y. $1.20
Innes, A. D. History of England. 4 vols. Macmillan, N. Y. $3.25
Montague, F. C. Elements of English Constitutional History. Longmans, N. Y. $1.25
Seeley, J. R. Expansion of England. Little, Brown, Boston. $1.75

AMERICAN HISTORY

SOURCES

Hart, A. B. Ed. American History told by Contemporaries. 4 vols. Macmillan, N. Y. $2 each
James, J. A. Readings in American History. Scribner, N. Y. $1.50
Macdonald, William, Ed. Documentary Source Book of American History, 1606-1898. Macmillan, N. Y. $1.75
McKinley's Illustrated History Topics. McKinley Publishing Co. Philadelphia
McLaughlin, A. C. Readings in the History of the American Nation. Appleton, N. Y. $1.50
Old South Leaflets. Old South Association, Boston
West, W. M. Source Book in American History to 1787. Allyn, N. Y. $1.50

GENERAL AND MISCELLANEOUS

American Nation Series

Hart, A. B. Ed. American Nation. Harper, N. Y.

This series consists of 27 volumes at $2 each if purchased separately. It is a complete library in itself. The books are written by specialists and it is the most authoritatively complete set yet issued. The titles of the books are given below.

This series is suggested as an alternate list and is not to be considered as part of the one hundred dollar library.

GROUP I—FOUNDATIONS OF THE NATION ($9)

Vol.

1 Cheyney, E. P. European Background of American History, 1300-1600
2 Farrand, Livingston. Basis of American History, 1500-1900
3 Bourne, E. G. Spain in America, 1450-1580
4 Tyler, L. G. England in America, 1580-1652
5 Andrews, C. M. Colonial Self-government, 1652-1689

GROUP II—TRANSFORMATION INTO A NATION ($9)

6 Greene, E. B. Provincial America
7 Thwaites, R. G. France in America
8 Howard, G. E. Preliminaries of the Revolution
9 Van Tyne, C. H. The American Revolution
10 McLaughlin, A. C. The Confederation and the Constitution

GROUP III—DEVELOPMENT OF THE NATION ($9)

11 Bassett, J. S. The Federalist System
12 Channing, Edward. The Jeffersonian System
13 Babcock, K. C. Rise of American Nationality
14 Turner, F. J. Rise of the New West
15 MacDonald, William. Jacksonian Democracy

GROUP IV—TRAIL OF NATIONALITY ($9)

16 Hart, A. B. Slavery and Abolition
17 Garrison, G. P. Westward Extension
18 Smith, T. C. Parties and Slavery
19 Chadwick, F. E. Causes of the Civil War
20 Hosmer, J. K. The Appeal to Arms
21 Hosmer, J. K. Outcome of the Civil War

GROUP V—NATIONAL EXPANSION ($9)

22 Dunning, W. A. Reconstruction, Political and Economic
23 Sparks, E. E. National Development
24 Dewey, D. R. National Problems
25 Latane, J. H. America a World Power
26 Hart, A. B. National Ideals Historically Traced
27 Matteson, D. M. Index to the series ($2)

American Statesmen Series. 32 vols. Houghton, Boston. $1.25 each

This series presents biographies of all prominent persons in American History. Separate volumes can be purchased as desired.

Riverside Biographical Series. Houghton, Boston. 50 & 65 cents

A series of biographies published at popular prices.

Riverside American History. 4 vols. Houghton, Boston. $6

Elson, H. W. History of the United States. 5 vols. Macmillan, N. Y. $1.75 each

Elson, H. W. History of the United States. Macmillan, N. Y. $1.75
Excellent one volume reference history.

Semple, E. C. American History and its Geographic Conditions. Houghton, Boston. $3

Smith, Goldwin. United States. Outline of Political History. Macmillan, N. Y. $2

DISCOVERY AND COLONIZATION

Andrews, C. M. The Colonial Period. (Home University Library.) Holt, N. Y. 50 cents

Earle, A. M. Home Life in Colonial Days. Macmillan, N. Y. $2.50

Eggleston, E. Beginners of a Nation. Appleton, N. Y. $1.50

Fiske, John
The Beginnings of New England
The Dutch and Quaker Colonies in America. 2 vols.
New France and New England
Old Virginia and Her Neighbors. 2 vols.
Houghton, Boston. $2 each

Parkman, Francis. Montcalm and Wolfe. 2 vols. Little, Boston. $1.50 each

Thwaites, R. G. The Colonies, 1492-1750. Longmans, N. Y. $1.25

REVOLUTION TO CONSTITUTION

Fiske, John. The American Revolution. 2 vols. Houghton, Boston. $2 each

Fiske, John. The Critical Period of American History, 1783-1789. Houghton, Boston. $2

Lecky, W. E. American Revolution, 1763-1783. (English view). Appleton, N. Y. $1.25

Roosevelt, Theodore. The Winning of the West (Episodes). Sagamore Ed. 6 vols. Putnam, N. Y. 50 cents each

CONSTITUTION TO CIVIL WAR

Burgess, J. W. The Middle Period, 1817-1860. Scribner, N. Y. $1

Hart, A. B. Formation of the Union, 1750-1829. Longmans, N. Y. $1.25

Turner, F. J. Rise of the New West, 1819-1829. Harper, N. Y. (American Nation Series). $2

Wilson, Woodrow. Division and Re-Union, 1829-1909. Longmans, N. Y. $1.25

CIVIL WAR AND RECONSTRUCTION

Burgess, J. W. Civil War and the Constitution. Scribner, N. Y. 2 vols. $2

Burgess, J. W. Reconstruction and the Constitution. Scribner, N. Y. $1

Dodge, T. A. Bird's Eye View of our Civil War. Houghton, Boston. $1

Lincoln, Abraham. Speeches and Letters, 1832-1865. Dutton, N. Y. (Everyman's Library). 35 cents

Rhodes, J. F. History of the United States from Compromise of 1850 to 1877. 7 vols. Macmillan, N. Y. $2.50 each

This set covers the period before and during the Civil War in a masterly fashion, and if purchased, would take the place of the other books suggested for this period.

FROM 1877 TO THE PRESENT DAY

Andrews, E. B. United States in our own Time. Scribner, N. Y. $5

Beard, C. A. Contemporary American History, 1877-1913. Macmillan, N. Y. $1.50

Coolidge, A. C. The United States as a World Power. Macmillan, N. Y. $2

Riis, J. A. Making of an American. Macmillan, N. Y. $1.50; Grosset & Dunlap, N. Y. 75 cents

Roosevelt, Theodore. Autobiography. Macmillan, N. Y. $2.50

Washington, B. T. Up from Slavery. Doubleday, Page, Garden City, L. I. $1.50; Burt, N. Y. 50 cents

World Almanac. Press Publishing Co., N. Y. Paper, 25 cents

CIVICS AND GOVERNMENT

Goodnow, F. J. City Government in the United States. Century Co., N. Y. $1.25

ECONOMIC HISTORY

Bogart, E. L. Economic History of the United States. Longmans, N. Y. $1.75

Taussig, F. W. Tariff History of the United States. Putnam, N. Y. $1.50

In choosing a smaller library selections may be made from this list, or from the various suggested syllabi, to meet the special needs of each high school.

PICTURES

WALL PICTURES

C. W. Bardeen, Agents. Syracuse, N. Y. (Ancient History—Koehler, Germany)
Longmans, Green & Co. New York City. (Historical wall pictures, British history)
University Company. Boston. United States history

SMALL PICTURES

American Historical Art Association. New York City
Brown Picture Co. Beverley, Mass.
Cosmos Picture Co. New York City
Detroit Publishing Co. Detroit, Michigan ((Postcards)
A. W. Elson & Co. Boston (Elson prints, art, architecture, history)
McKinley Publishing Co. Philadelphia (Source pictures in American and ancient history)
Perry Picture Co. Malden, Mass. (Art, history, architecture)
Thompson Publishing Co. Syracuse, N. Y. (Blue prints)
Tuck, Raphael & Co. New York City (Postcards)
Underwood & Underwood. New York City (Stereographs)
University Travel Bureau. Trinity Place, Boston. (University prints)
Commercial Museum. Philadelphia (Economic pictures)

LANTERN SLIDES

T. H. McAllister. New York City (Slides for schools rented and sold; European and American history)
Underwood & Underwood. New York City (Slides for history and economics)
Williams, Brown & Earle. Philadelphia (Slides rented and sold)
Department of Public Instruction. Trenton, N. J. (Slides for history)

MODELS

G. E. Stechert & Co. New York City (Hansell Modellen)
A. Pichlers, Witwe & Sohn. Leipzig, Germany (Models in ancient history)
F. Rausch. Nordhausen a Harz, Germany (Ancient and medieval history)

CASTS

P. P. Caproni & Bro. Boston

WALL MAPS, OUTLINE MAPS, GLOBES AND ATLASES

A. J. Nystrom & Co. Chicago. W. & A. K. Johnston Series
Rand, McNally & Co. New York City
MacCoun & Townsend. Historical Charts of the United States. Silver Burdette & Co. Boston.
Atkinson, Mentzner & Glover. Chicago (United States History)

OUTLINE MAPS FOR DESK WORK AND NOTE-BOOKS

Milton Bradley Co. Springfield, Mass.
McKinley Publishing Co. Philadelphia
J. L. Hammett Co. Boston
Government Printing Office. Large maps of United States and Europe. Statistical Atlas, based upon U. S. census. Government Printing Office, Washington, D. C.

ATLASES

Dow, E. W. Atlas of European History. Holt, New York City
Gardiner, S. R. Atlas of English History. Longmans, Green & Co. New York City
Muir, R. New School Atlas of Modern History. Holt, New York City
Shepherd, W. R. Historical Atlas. Holt, New York City
Sanford, A. H. American Historical Maps, A. J. Nystrom, Chicago

No attempt has been made in this monograph to offer a complete list of all publishers

LIBRARY OF CONGRESS
0 018 499 634 0